kiswahili

Swahili

Language Guide

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Swahili 1.2
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Swahili

Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of Preach My Gospel and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see Preach My Gospel, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY DIRECTED ACTIVITIES

TECHNOLOGY ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in chapter 7 of Preach My Gospel as you create and apply your own language study plan. Use all available resources including your dictionary, Vocabulary and Phrase Book (VP Book), simple grammar text, Preach My Gospel and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the Language Guide are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in chapter 7 of Preach my Gospel to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language learning missionary:

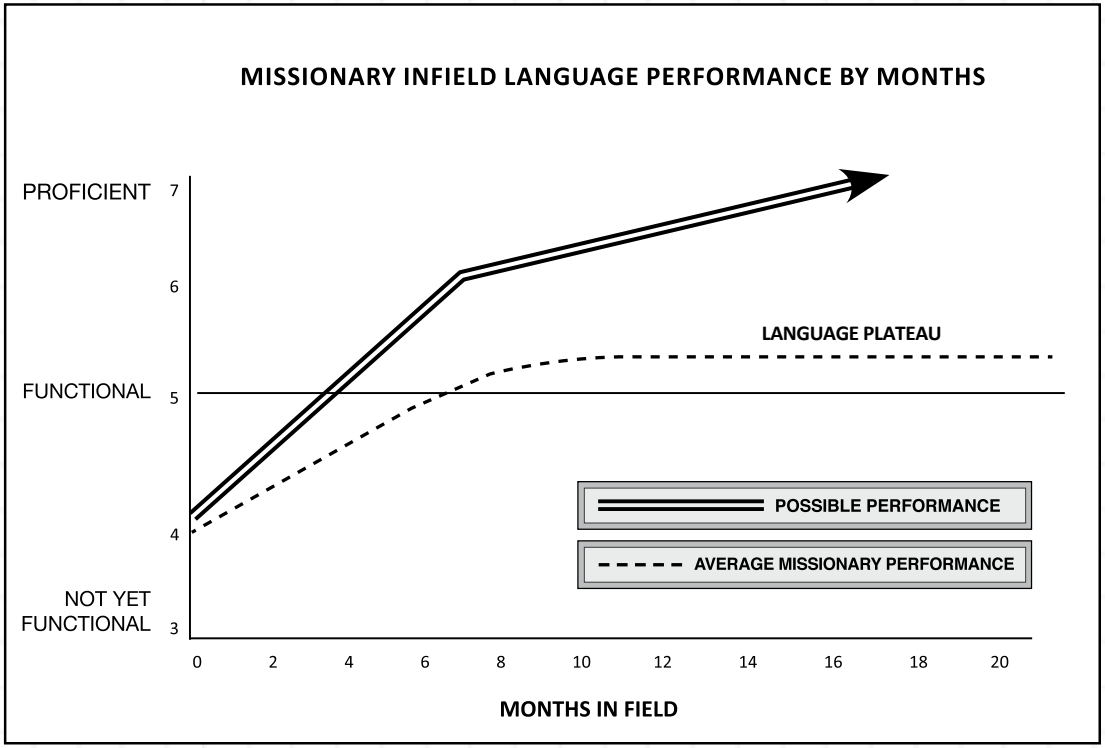
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in Preach My Gospel, chapter 7. This introduction will help you apply those principles while in the MTC.



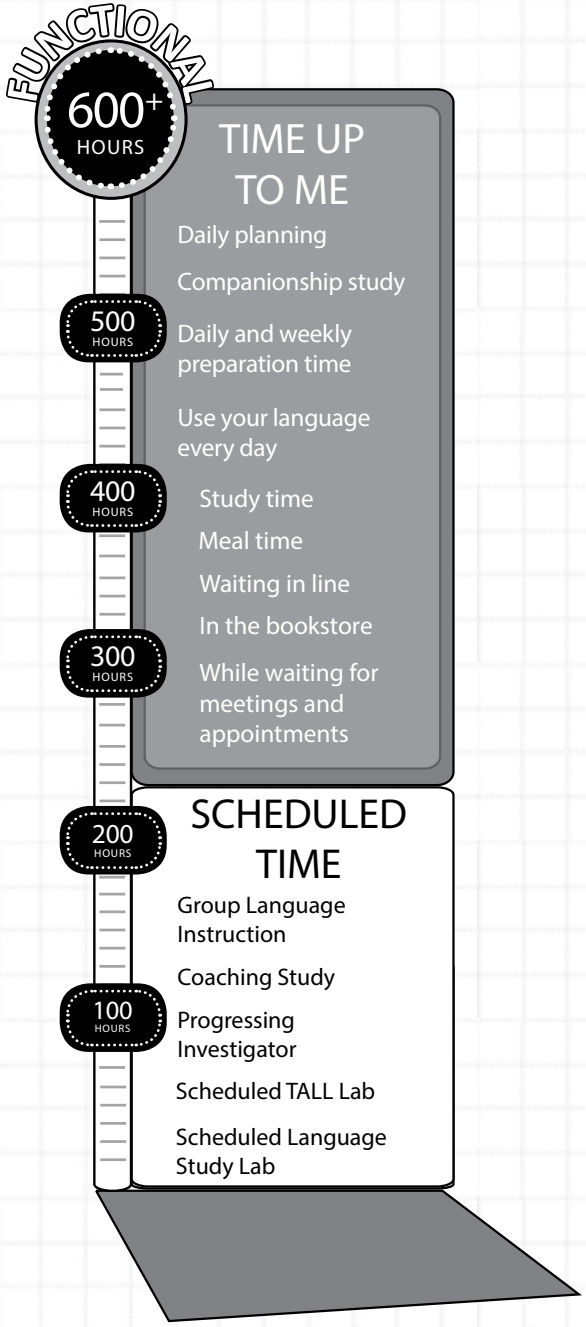
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply chapter 7 of Preach My Gospel.

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (Missionary Satellite Broadcast, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need 600 –1000 hours of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (Preach My Gospel, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (Preach My Gospel, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities (Preach My Gospel, 128). A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule you will have more than 140 additional hours of SYL while you are in the MTC?

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself to the examples we have.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "Speak from the heart in [my] own terms... speak out of [my] own conviction." (Preach My Gospel , 175-176)
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power." (Preach My Gospel, p. 20)
- Be able to "expound the scriptures when [I] teach." (Preach My Gospel, p. 182)

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book
- Memorize 1000 common words and phrases
- Memorize 100 scriptures and parables

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include what, how, when and where you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

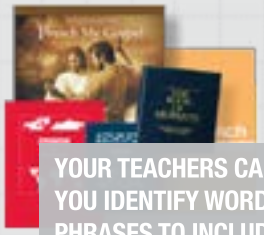
- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. How did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 verses	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. Always carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in chapter 3 of Preach My Gospel provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (Preach My Gospel, 129).

REMEMBER

1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review Preach My Gospel, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating what you will learn.
- Study plans and ideas for how you will study.

A CALENDAR OR PLANNER TO DECIDE:

- When, where, and how much language you will study each day, broken down by hours.

For the best strategies on learning your language, refer to Preach My Gospel, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

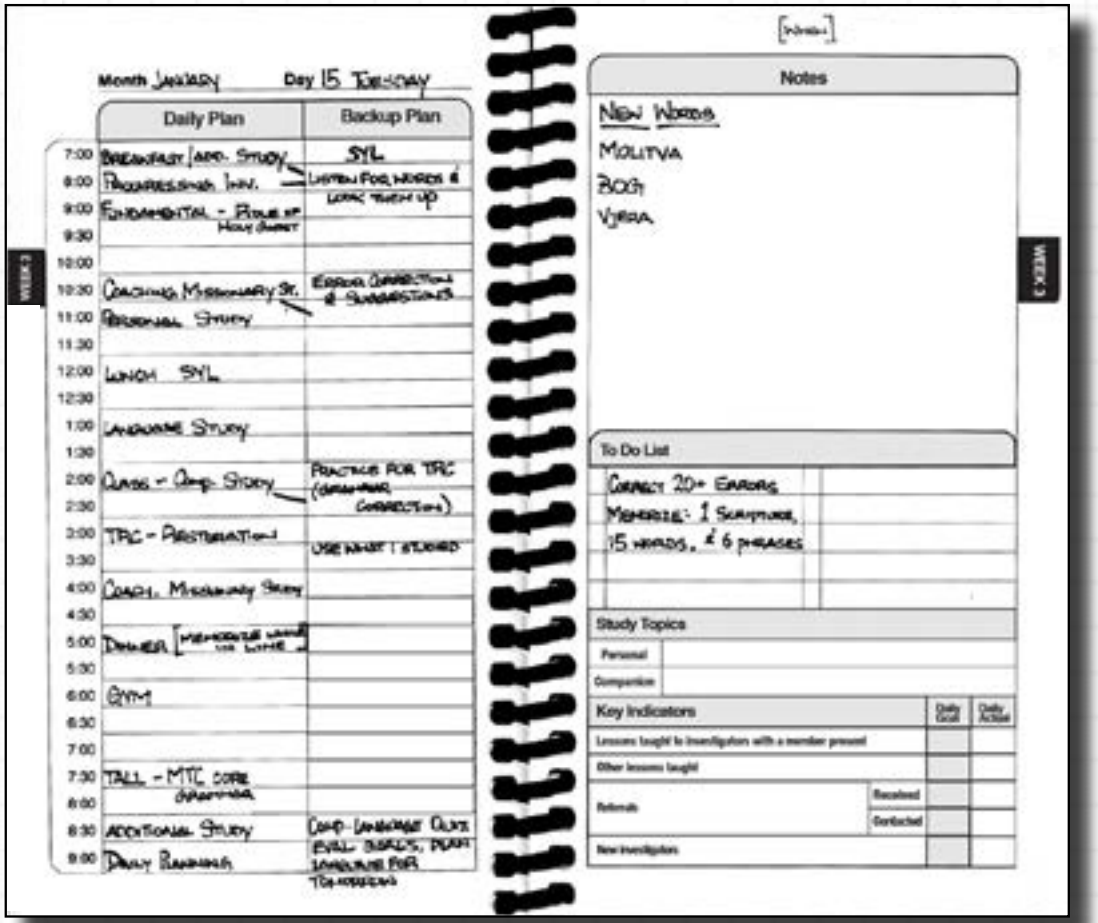
Study Plans: [how]

- Use every moment well.
- Use the study ideas from our teacher. [how to memorize, how to pronounce]
- Ask teacher for things to preview. [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start packing them during companion study. Finish quizzing & practicing them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (80 per 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigators: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plans, especially with term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a) Teach John how to pray
   i) Study "The Restoration" pamphlet "How can I Know?" in the language.
      (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
      (2) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
   ii) Study command form for giving directions about how to pray.
      (1.) Conjugate 5 verbs in the command form. (7 minutes)
      (2) Say all my commands in the mission language all day.
   iii) Practice with my companion, get feedback, and repractice (8 minutes)
b) Invite him to read the Book of Mormon and pray about it.
   i) Study the grammar materials to extend "Will you..." questions (5 minutes)
      (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
      (2) Practice my commitments with my companion before each lesson and have him correct my conjugation.
   ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
   iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

What else would do want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pgs 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you'll need notes, and the more you can review language while doing other physical tasks (walking, standing, shaving, etc.)

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in chapter 7 of Preach My Gospel are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used. Whatever your strategy for language learning, utilize the five steps.

ACTIVITY: MEMORIZATION

- Read Moroni 10:5 in your misison language.
- Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission lanuage.
- Copy these sentences so you can look at them all together.
- Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- When you use this grammar principle, what does it mean? Write it down.
- Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- Using the sentences you created, practice teaching your progressing investigator.
- Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- Identify three phrases in your native language in the TALL VP book or *Preach My Gospel* to use while teaching your progressing investigator.
- Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- Compare your phrases with the native translation in the VP book or a language version of *Preach My Gospel*.
- Identify errors in the translation. What did you learn about the meaning and form?
- Practice saying the corrected phrases out loud.
- Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

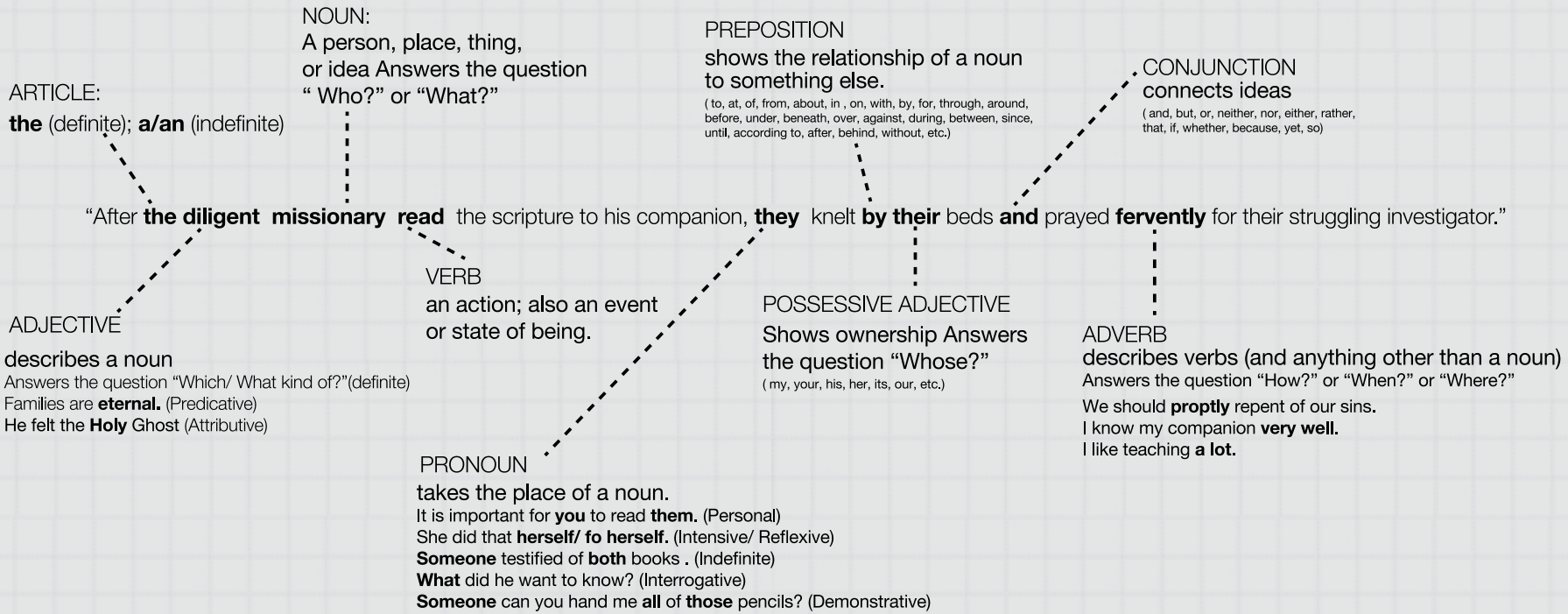
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE:
the (definite); **a/an** (indefinite)
NOUN:
A person, place, thing,
or idea Answers the question
" Who?" or "What?"
PREPOSITION
shows the relationship of a noun
to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event
or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers
the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well.**
I like teaching **a lot.**
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

- Asking about and expressing a state of being
- Asking about and expressing possession or ownership
- Asking about and describing objects, people, and their characteristics
- Asking about and expressing desire, need, preference, ability, intention, or purpose
- Asking about and describing actions and events
- Asking and answering questions of contrasting attitudes, emotions, and feelings
- Asking and answering questions of time, date, and location
- Asking and answering questions of quality, quantity, number, and sequence
- Asking and answering questions of cause and effect
- Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

HOW MUCH TIME SHOULD BE SPENT ON THE APPLICATION ACTIVITIES IN CLASS?

If missionaries reach the descriptions of the previous steps, you can use group language instruction time on these activities.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices let you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

For example, in the romance languages, irregular modal verbs + an infinitive (e.g., to want to, to need to, to know how to, to be able to, etc., + an infinitive verb) have been placed before the learning of regular families of verbs because the modals, even though they are irregular in their conjugations, are by far the more frequently used verbs.

By simply using these irregular verbs alongside any other infinitive verb, you suddenly have a whole world of communication possibilities open to you, without having to learn any additional grammar forms or conjugations. This is very enabling and can put you miles ahead in your ability to communicate early and more easily. Other types of languages have similar kinds of shortcuts, and where possible, those have been placed early in the grammar sequence.

Prework (30 min):

Become familiar with the following vocabulary before class to prepare for in-class instruction.

Nouns	
misionari	*missionary*
kanisa	*church*
jina	*name*
Mungu	*God*
Yesu Kristo	*Jesus Christ*
Roho Mtakatifu	*Holy Ghost*
nabii	*prophet*
furaha	*happiness*
imani	*faith*

Prepositions	
kwa	*to/for/by*
na	*and/with/by*
pia	*also*
kutoka	*from*
katika	*in*
-a	*of*

Verbs	
(ku)taka	*(to)want*
(ku)penda	*(to)love*
(ku)fundisha	*(to)teach*
(ku)jifunza	*(to)learn*
(ku)jua	*(to)know*
(ku)sema	*(to)say*
(ku)hisi	*(to)feel*
(ku)amini	*(to)believe*
(ku)enda	*(to)go*

Question Words	
nani?	*who?*
nini?	*what?*
lini?	*when?*
wapi?	*where?*
kwa nini?	*why?*

Pronouns	
mimi	*me*
wewe	*you*
yeye	*him/her*
sisi	*us*
ninyi	*you(pl.)*
wao	*them*

Additional Practice: Learn new nouns to use with ‘habari za’. Almost all nouns are interchangeable with this salutation and will help you become more comfortable starting conversations.

Review and Practice:

Using the principles and phrases in this task, learn how to greet someone and introduce yourself. Practice with your companion.

Grammar Help:

In Swahili, certain noun agreements must be used with many words, including the word ‘of’. For example, “wa”, “ya”, “la”, and “cha” all mean ‘of’, but their use depends on the noun used with them. You will learn more about these later on.

Greetings (salamu)

Greeting		Reply
Habari? *News? (How are you?)*		Mzuri sana! *Very fine!* Salama *Peaceful (well)*
Habari za *News of (How is)*	leo? *today?* familia? *family?*	

Salutation	Reply
Kwa heri! *Goodbye*	Kwa heri! *Goodbye*
Asante *Thank you*	Karibu *(You're) Welcome*

Introducing Yourself	
Unaitwa nani? *You are called who?*	Naitwa ___. *I am called ___.*
Jina lako ni nani? *Name yours is who?*	Jina langu ni ___. *Name mine is ___.*

Demonstrative	To Be	noun/possess
Huyu *This (person)*	ni *is, are*	mwenzangu *my companion*
Hawa *These (people)*		wenzangu *my companions*

Where? (wapi) Questions		
Unatoka wapi? *You are from where?*	Natoka__ *I am from__*	Marekani *United States*
Unaenda wapi? *You are going where?*	Naenda__ *I am going __*	Afrika Kusini *South Africa*
		Kenya *Kenya*
		Tanzania *Tanzania*

Noun	To Be	Question Word	To you
Mungu *God*	ni *is*	nani *who*	kwako? *to you?*
Imani *Faith*		nini *what*	kwenu? *to you (pl.)?*
Injili *Gospel*			

Ndiyo
Yes

Subj.+To have	Noun
Nina *I have*	familia(?) *family(ies)*
Una *You have*	kaka(?) *brother(s)*
Mna *You (pl.) have*	dada(?) *sister(s)*
Sina *I don't have*	
Huna *You don't have*	
Hamna *You (pl.) don't have*	

*Note: Typically the way to differenciate between a question and statement is a slight emphasis/raise of voice at the end of the sentence.

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Urejesho	*Restoration*
Mpango wa Wokovu	*Plan of Salvation*
Kitabu cha Mormoni	*Book of Mormon*
Biblia	*Bible*
Baraka	*Blessings*
Mbinguni	*Heaven*
Injili	*Gospel*
Shukrani	*Gratiitude*
Mwokozi	*Savior*
Mchunguzi	*Investigator*
Toba	*Repentance*
Msamaha	*Forgiveness*

Verbs	
(ku)saidia	*(to)help*
(ku)elewa	*(to)understand*
(ku)fikiri	*(to)think*
(ku)furahi	*(to)rejoice, be happy*
(ku)tubu	*(to)repent*
(ku)pa	*(to) give*

Verb Prefixes	
Ni- *I*	Tu- *We*
U- *You*	M- *You (pl.)*
A- *He/she*	Wa- *They*

Connecting Words	
lakini	*but*
pia	*also*
kwa sababu	*because*
na	*and*

Review and Practice:

As you familiarize yourself with the grammar and sentence patterns in this task, think of how these principles can help you get to know an investigator, teach them for the first time and become comfortable with them. Practice with your companion.

Grammar Help:

Pay attention to the structure of sentences. Often an entire phrase or sentence is combined into a single word. Also notice how the object in a sentence (ex. Jesus Christ loves **US**) does not come at the end of a sentence as it does in English, but rather is inserted as an infix just before the verb.

Also pay careful attention to the difference between a pronoun and a subject of a verb.

Example: Pronoun-- You (wewe)
Verb subject-- You love (unapenda)

Additional Practice: Using the principles in this task, try to create a simple lesson plan for one of your investigators. Focus around a certain objective for the lesson (for example, we want our investigator to feel comfortable approaching God through prayer).

Pronoun	To Be	Noun	Of	Noun
Sisi *We* Mimi *I*	ni *are, am,*	wamisionari *missionaries* wajumbe *messengers* watoto *children* wawakilishi *representatives*	wa* *of*	Bwana *Lord* Mungu *God* Yesu Kristo *Jesus Christ*

*Note: “wa” is the form of the word ‘of’ when pertaining to people. It cannot be used with every noun.

Noun	Sub. Prefix+tense	Object Infix	Gave	Noun
Mungu *God*	ali- *he (past tense)*	-tu- *us* -wa- *you (pl.)* -ku- *you*	-pa *gave*	mpango *plan* mwanawe *His son* injili *gospel*

Prefix+tense	Verb	What	About	Noun
Una- *You* Mna- *You*	-amini *believe* -elewa *understand* -fikiri *think*	nini *what*	kuhusu *about*	Biblia? *Bible?* Yesu Kristo? *Jesus Christ?* Ubatizo? *Baptism?*

Prefix/tense	Verb	Noun	Acc. Noun
Una- *You* Mna- *You (pl.)*	-tafuta *search (for)* -taka *want*	furaha *happiness* msamaha *forgiveness* familia yenye furaha *happy family* ukweli *truth*	maishani? *in life?*

Introductory Phrases

Unaamini kwamba...
Do you believe that...
Tunafundisha kwamba...
We teach that...

Mungu anatupenda.
God loves us.

Noun	Subj. Prefix+tense	Obj. Infix	Verb
Mungu *God* Yesu Kristo *Jesus Christ*	ana- *he* wana- *they*	-tu- *us* -ku- *you*	-penda *love(s)* -jua *know(s)*

Noun	Subj. Prefix+tense	Object Infix	Verb
Mungu *God* Manabii *Prophets* Injili *Gospel*	ana- *he* wana- *they* ina-* *it*	-tu- *us* -ku- *you* -wa- *you (pl.)*	-saidia *help* -fundisha *teach*

*Note: Due to noun agreements, ‘ina-’ cannot be used with every noun.

Verb
kutubu *to repent* kufurahi *to be happy*

About	Noun
kuhusu *about*	imani *faith* msamaha *forgiveness*

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Baba	*Father*
Mwana	*Son*
Upendo	*Love*
Kipawa cha ndimi	*Gift of Tongues*
nguvu	*strength, power*
hamu	*desire, yearning*
subira	*patience*
sala	*prayer*

Verbs	
(ku)shukuru	*(to)thank*
(ku)wa	*(to)be*
(ku)omba	*(to)ask, beg, pray*
(ku)bariki	*(to)bless*
(ku)soma	*(to)study, read*
(ku)pa	*(to)give*
(ku)saidia	*(to)help*
(ku)weza	*(to)be able*
(ku)jifunza	*(to)learn*
(ku)elewa	*(to)understand*

Object Infixes	
-ni- *me*	-tu- *us*
-ku- *-you-*	-wa- *you (pl.)*
-m- *him/her*	-wa- *them*

Review and Practice:

To help you become comfortable with these principles, pray in Swahili once per day as a companionship and once as a personal prayer.

Grammar Help:

Words following the word ‘ili’ will use their usual subject prefix (i.e. tu-, ni-,...), but verbs ending in -a will change their final letter to -e. The -na- tense will also drop.

Example: ili tuweze (so that we are able)
‘ili tunaweza’ would be incorrect

Also use this rule when asking for things in a prayer, just after the verb -omba.

Additional Practice: Expand and improve your prayers by adding your own vocabulary other than the ones listed in this task. Doing so will help you make your prayers more meaningful and you will be able to speak the feelings of your heart.

Offer a Prayer (Kutoa sala)

1. Open (Fungua)

Addressing Heavenly Father		
Baba yetu *Our Father*	uliye *who is*	Mbinguni *in Heaven*

2. Give Thanks (Toa Shukrani)

Subj. Prefix	Infix+Verb	For	Noun
Na- *I* Tuna- *We*	-kushukuru *thank thee*	kwa *for*	Roho Mtakatifu *Holy Ghost* familia *family* Injili *Gospel* Mwanao *Thy Son*

3. Ask For Blessings (Omba Baraka)

Subj. prefix	verb+infix
Na- *I* Tuna- *We*	-kuomba *ask thee (for)*

Noun	To Be With Us
baraka zako *thy blessings* Roho Mtakatifu *Holy Ghost* Upendo wako *Thy love*	kuwa nasi *be with us*

Polite Imperative*	Object Infix	Verb
u- *(you)*	-tu- *us* -m- *him/her* -ni- *me* -wa- *them*	-bariki *bless* -pe *give* -saidie *help*

kwa
with
ili
so that

Noun	
kipawa cha ndimi *gift of tongues* nguvu *strength* hamu *desire, yearning*	kusoma *to study* kujifunza *to learn*

Prefix	Subjunct. Verb	Verb
tu- *we* a- *he/she* ni- *I* wa- *they*	-weze *are able*	kuelewa *to understand* kuwa na imani *to have faith* kuwa na subira to be patient

4. Close (Funga)

Katika Jina la Yesu Kristo, Amina *In the name of Jesus Christ, Amen*

*The polite imperative form is another form of verb that will be talked about later.

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Adjectives	
mkamilifu	*perfect (of people)*
muhimu	*important*

Nouns	
amani	*peace*
faraja	*comfort*
Upatanisho	*Atonement*
Ushuhuda	*Testimony*
uchungu	*pain*
kifo	*death*
mizigo	*burdens*
Mkombozi	*Redeemer*
matumaini	*hope*
changamoto	*trials*
mateso	*suffering(s)*
toba	*repentance*
msamaha	*forgiveness*

Conjunctions	
kwamba	*that*
kupitia kwa	*through*
kwa sababu (ya)	*because (of)*

Verbs	
(ku)shuhuda	*(to)testify*
(ku)pata	*(to)get*
(ku)beba	*(to)carry*
(ku)shinda	*(to)overcome*
(ku)jali	*(to)care about*
(ku)vumilia	*(to)endure*

Review and Practice:

Prepare to share a testimony with your investigator during your next lesson. Try to focus on Jesus Christ and His atonement and how it has helped you in your life. Keep in mind the role testimony has in the conversion of investigators.

Grammar Help:

Notice the three different tenses (past, present, and future) are inserted into the sentence or phrase as an infix just before the verb.

-li-	*past tense*
-na-	*present tense*
-ta-	*future tense*

Additional Practice: Practice bearing your testimony to 3 people who are not in your District and have your companion translate for you. Take turns on who translates and who testifies.

Najua *I know* Tunajua *We know*			kwamba *that*
Na- *I* Tuna- *We*	-ku- *you* -wa- *you (pl.)*	-shuhudia *testify (to)*	

Noun	To Be	Noun
Mungu *God* Yesu Kristo *Jesus Christ*	ni *is*	Baba yetu *Our Father* Mwokozi wetu *Our Savior* muhimu maishani mwangu *important in my life* mkamilifu *perfect*

Noun	Subj. Prefix+tense	Verb	Noun
Yesu Kristo *Jesus Christ* Mkombozi *The Redeemer*	ali- *he (past tense)* *ana-* *he (present)* ata- *(he) will*	-hisi *feel* -beba *carry* -shinda *overcome*	uchungu wetu *our pain* mizigo yetu *our burdens* kifo *death*

Through/Because	Noun
Kupitia kwa *Through* Kwa sababu ya *Because of*	Roho Mtakatifu, *Holy Ghost,* toba, *repentance,* Upatanisho wa Yesu Kristo, *Atonement of Jesus Christ,* kusoma Kitabu cha Mormoni, *reading the Book of Mormon,*

Because	Noun	prefix+tense	Obj. Infix	Verb
Kwa sababu *Because*	Mungu *God* Yesu Kristo *Jesus Christ*	ana- *he* wana- *they*	-tu- *us* -ni- *me* -ku- *you* -wa- *you (pl.)*	-jali, care (about), -penda, *loves(s)*

Prefix/tense	able	Verb	Noun
tuna- *we are* na- *I am* una- *you are* mna- *you (pl.)*	weza *able*	kuwa na *to have* kupata *to get* kuhisi *to feel*	msamaha *forgiveness* amani *peace* faraja *comfort* matumaini *hope*
		kushinda *to overcome* kuvumilia *to endure*	changamoto *trials* mateso *sufferings*

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Days of the Week	
Jumapili	*Sunday*
Jumatatu	*Monday*
Jumanne	*Tuesday*
Jumatano	*Wednesday*
Alhamisi	*Thursday*
Ijumaa	*Friday*
Jumamosi	*Saturday*

Times	
kila siku	*every day*
kila wiki	*every week*
wiki hii	*this week*
wiki ijayo	*next week*
wiki iliyopita	*last week*
jana	*yesterday*
kesho	*tomorrow*
leo	*today*
usiku wa leo	*tonight*
sasa (hivi)	*(right) now*

Prepositions	
kabla ya	*before*
baada ya	*after*

Adjectives	
mwaminifu	*faithful (of people)*

Verbs	
(ku)hudhuria	*(to)attend*
(ku)sali	*(to)pray*
(ku)soma	(to)read
(ku)batizwa	(to)be baptized
(ku)barikiwa	(to)be blessed
(ku)ahidi	(to)promise
(ku)pokea	(to)recieve
(ku)wezesha	(to)enable
(ku)tii	(to)obey
(ku)baki	(to)remain

Nouns	
nguvu	*strength*
(ma)jibu	*answer(s)*
shangwe	*joy*
ukweli	*truth*
mwaliko	*commitment*
amri	*commandment(s)*

Additional Practice: With your companion, write down and practice several different invitations. Focus on invitations that will help investigators come unto Christ and prepare for baptism.

Review and Practice:

Think of the next commitment you will be extending to one of your investigators. Following the commitment pattern (invite, promise blessings, testify, follow up), write down and practice with your companion.

Question Word	
Je	*(Question marker)*

Grammar Help:

“Je” has no actual interpretation, but it is a word to signify that a question is being asked. Though it is not necessary to add “je” to the beginning of a question, it serves as an added emphasis that a question is being asked. As a missionary, you should be as direct as possible when giving a commitment to an investigator. Without using “je”, a person may not realize that a question is being asked or may not realize that it is significant.

Also, “je” can be added to the beginning, as seen in this task, or it can be added to the end of a sentence to mean “how?”
Example: Je, ulisoma? (Did you read?)
Unajuaje? (How do you know?)

Question	Will You	Commitment	Time/Day
Je, *(Question)*	uta- *will you* mta- *will you (pl.)*	-batizwa *be baptized* -hudhuria kanisa *attend church*	Jumapili? *Sunday?* wiki ijayo? *next week?*
		-sali *pray* -soma Kitabu cha Mormoni *read the Book of Mormon* -tubu *repent*	kila siku? *every day?* usiku wa leo? *tonight?*

Noun	Future Tense	Obj. Infix	Verb
Mungu *God* Yesu Kristo *Jesus Christ* Roho Mtakatifu *Holy Ghost*	ata- *(he)will* wata- *(they)will*	-ku- *you* -wa- *you (pl.)* -tu- *us*	-saidia *help* -wezesha *enable* -pa njia ya *give a way*

Action
kutii amri *to keep the commandments* kubaki mwaminifu *to remain faithful* kuwa na amani *to have peace*

Promise

Na- *I* Tuna- *We*	-ku- *you* -wa- *you (pl.)*	-ahidi *promise*

Subj. Prefix	If	Invitation	Subj. Prefix	Future tense	Verb	Noun
u- *you* tu- *we* m- *you (pl.)*	-ki- *(if)*	-batizwa, *baptized,* -sali, *pray,* -hudhuria kanisa, *attend church,* -soma Kitabu cha Mormoni, *read the Book of Mormon,* -tubu, *repent,*	u- *you* tu- *we* m- *you (pl.)*	-ta- *will*	-barikiwa kwa *be blessed with* -kuwa na *have* -pokea *receive* -jua *know*	msamaha *forgiveness* majibu *answers* nguvu *strength* shangwe *joy* ukweli *truth*

Question	Prefix+past	Verb
Je, *(Question)*	uli- *you (past tense)* mli- *you (pl.) (past tense)*	-soma? *read?* -sali? *pray?* -tubu? *repent?*

Prefix+Past Tense	Verb	How/what
Uli- You (past tense) Mli- You (pl.)	-jifunza learn	nini? what?
	-elewa- understand -fikiria- think	-je how?

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
maandiko matakatifu	*scriptures*
andiko	*scripture*
mstari	*verse*
sura	*chapter*
utiifu	*obedience*
mtiifu	*obedient (person)*
dhambi	*sin*
hisani	*charity*
kusudi	*purpose, intent*
mabadiliko	*changes*
moyo	*heart*
(ma)swali	*question(s)*
(ma)wazo	*thought(s)*
(ma)shaka	*doubt(s)*
ufahamu	*understanding, knowledge*

Numbers	
1 moja	**20** ishirini
2 mbili	**30** thelathini
3 tatu	**40** arobaini
4 nne	**50** hamsini
5 tano	**60** sitini
6 sita	**70** sabini
7 saba	**80** themanini
8 nane	**90** tisini
9 tisa	**100** mia moja
10 kumi	**1000** elfu moja

Verbs	
(ku)nyenyekea	*(to)be humble*
(ku)imarisha	*(to)strengthen*
Adjectives	
halisi	*genuine, real*

Additional Practice: Think of a scripture that has changed your life or played a significant role in your conversion. Practice learning how to share this scripture and then share with three other missionaries.

Review and Practice:

Think of one of your investigators' current situations and come up with a scripture that can help them. Practice with your companion how to introduce the scripture, read it, and to help them see how it applies to them.

Grammar Help:

-a kwanza	*first*
-a pili	*second*
-a tatu	*third*
-a nne	*fourth*
-a tano	*fifth*

To get number order, put the word 'of' in front of the number. The two exceptions are 'first' and 'second', which use '-a kwanza' and '-a pili' instead of '-a moja' and '-a mbili'.

Let's read	Noun	About	Noun
Tusome *Let's read* Tusomeni *Let's read (pl.)* Usome *Will you read*	andiko *scripture* mstari *verse*	kuhusu *about*	imani *faith* Roho Mtakatifu *Holy Ghost* utiifu *obedience*

Book of	(Book)	Chapter	#	Verse	#
Kitabu cha *Book of*	Moroni *Moroni,* Nefi wa kwanza, *First Nephi,*	sura *chapter*	ya kumi, *second* ya tatu *third,*	mistari *verses* mstari *verse*	ya tatu mpaka tano *third through fifth* wa saba *seventh*

Past Perfect Tense	Verb	What	About/From	Noun
Ume- *You have* Mme- *You (pl.) have*	-jifunza *learn* -pata *get* -elewa *understand*	nini *what*	kuhusu *about* kutoka *from*	toba? *repentence?* sala? *prayer?* mstari huu? *this verse?* mistari hii? *these verse?*

Noun+Future tense	Obj. Infix	Verb	How
Imani ita- *Faith (it) will* Roho Mtakatifu ata- *Holy Ghost (he) will* Sala ita- *Prayer (it) will*	-tu- *us* -ku- *you* -wa- *you (pl.)*	-saidia- *help* -bariki- *bless* -imarisha- *strengthen*	-je? *how?*

Introductory Phrase

Kulingana na ufahamu wako...
According to your understanding...

Prefix+tense	Question	Verb	Noun
Ina *It*	-maanishaje *means how (what)*	kuwa na *to have*	mabadiliko ya moyo? *change of heart?* hisani? *charity?* kusudi halisi? *real intent?*
Una *You are* Mna *You(pl.) are* Tuna *We are*	-wezaje *able how*	kunyenyekea? *to be humble?* kuwa mtiifu? *to be obedient?* kushinda dhambi? *to overcome sin?*	

To have	Noun
Una *You have* Mna *You(pl.) have*	maswali? *questions?* mawazo? *thoughts?* mashaka? *doubts?*

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Verbs	
(ku)tokea	*(to)appear to*
(ku)fariji	*(to)comfort*
(ku)jibu	*(to)answer*
(ku)sikia	*(to)hear*
(ku)sikiliza	*(to)listen*
(ku)gundua	*(to)discover*
(ku)tamani	*(to)desire*
(ku)enda	*(to)go*
(ku)anza	*(to)start*
(ku)amua	*(to)decide*
(ku)chunguza	*(to)investigate*
(ku)ongoza	*(to)lead*

Adjectives	
-a kweli	*true*
Other Words	
kama	*if/like*
kuna	*there is*

Transitions	
kwa hiyo	*so, therefore*
kwa sababu hii	*because of this*
kadhalika	*similarly*

Application: Think of your own conversion story and practice sharing it with your companion. Then share it at an appropriate time in an upcoming visit with an investigator.

Review and Practice:

With your companion, practice telling the story of Joseph Smith in preparation for an upcoming lesson with an investigator. Focus on telling it so that your investigator can gain an assurance that his/her prayers will be answered.Try using different vocabulary each time.

Grammar Help:

The normal past-tense infix is -li-. However, when telling a story or narrative, another tense, -ka-, can be used. The first sentence or phrase **must** use the -li- tense, but the following sentences in the story or narrative will use -ka-. Also, the word “na” (and) does not need to be used with the -ka- tense, as it is “built-in” already. This tense does not necessarily need to be used, but it does improve the standard of Swahili.

Example: Nilimwomba Mungu, akanijibu (I prayed to God, (and) he answered me.)

‘Nilimwomba Mungu, na alinijibu’ would not be incorrect, but is not considered “good” Swahili.

Noun	Prefix+past tense	Verb	Verb	If There Is	Noun
Joseph Smith *Joseph Smith* Mimi *Me*	ali- *he (past tense)* nili- *I (past tense)*	-taka *want* -tamani *desire*	kujua *to know* kugundua *to discover* kuchunguza *to investigate*	kama kuna *if there is*	kanisa la kweli *true church* nabii wa kweli *true prophet* Mungu wa kweli *true God* furaha maishani *happiness in life*

Prefix+Past	Verb	Action
Aka- *He (narrative tense)* Nika- I (narrative tense)	-anza *start(ed)* -amua *decide(ed)* -enda *go (went)*	kumwomba Mungu *to pray to God* kusoma maandiko matakatifu *to read the scriptures* kuhudhuria kanisa *to attend church*

Noun	Prefix+Past Tense	Obj. Infix	Verb
Mungu *God* Yesu Kristo *Jesus Christ* Roho Mtakatifu *Holy Ghost*	aka- *he(narrative tense)* waka- *they(narrative tense)*	-m- *him* -ni- *me*	-sikia *hear(d)* -tokea *appeared (to)* -fariji *comfort(ed)* -jibu *answer(ed)*

Transitions

kwa hiyo *so, therefore*
kwa sababu hii *because of this*
kadhalika similarly

Prefix	Tense	Verb
A- *He* Ni- *I* U- *You*	-ka- *(narrative tense)* -na- *(present tense)*	-jifunza *learn* -weza kujua *able to know* -gundua *discover*

kwamba
that

Noun	Habitual Tense	Verb	Noun
Mungu *God*	hu- *he*	-sikiliza *listens (to)* -jibu *answer(s)* -penda *love(s)* -ongoza *lead(s)*	watoto wake *His children* sala prayer(s) wanaoamini *those who believe*

*Note: 'hu-' is a present tense infix, and literally means "habitually" . It shows that something is usually or always done.

To be - Present Tense

Ndiyo,
Yes

Hapana*,
No,

Na
And

Tunajua kwamba
We know that

Sisi
We

ni
are

wamisionari.
missionaries.

Mimi *I*	**Sisi** *We*
Wewe *You*	**Ninyi** *You (pl.)*
Yeye *He/She*	**Wao** *They*

ni
is, am, are

si
is not, am not, are not

Mungu
God

Yesu Kristo
Jesus Christ

Familia
Family

Kitabu cha Mormoni
The Book of Mormon

Maandiko Matakatifu
The scriptures

nani
who

nini
what

mtoto/watoto wa Mungu
child/children of God

mwakilishi/wawakilishi wa Mungu
representative/representatives of God

Baba yetu wa Mbinguni
our Heavenly Father

Mwokozi wetu
our Savior

muhimu
important

neno la Mungu
the word of God

ushuhuda wa Yesu Kristo
testament of Jesus Christ

baraka kuu
a great blessing

?
To form a question, raise the voise slightly at the end of the sentence.

Yeye ni mwakilishi wa Yesu Kristo?
He/she is a representative of Jesus Christ?

Ndiyo, yeye ni mwakilishi wa Yesu Kristo.
Yes, he/she is a representative of Jesus Christ.

Hapana, yeye si mwakilishi wa Yesu Kristo.
No, he/she is not a representative of Jesus Christ.

Kitabu cha Mormoni ni nini?
The Book of Mormon is what?

Kitabu cha Mormoni ni neno la Mungu.
The Book of Mormon is the word of God.

Mungu ni nani?
God is who?

Mungu ni Baba yetu wa Mbinguni.
God is our Heavenly Father.

***** In some regions, ‘hamna’ will be used instead of ‘hapana’.

Function: Asking about and expressing a state of being
Context: Introductions and Testimony

Scenario

As you are riding in a matatu (minibus) on your way to District Meeting, you start a conversation with a man sitting in the seat next to you. This individual, John, has not heard a lot about the church, but he has seen you several times on the streets and wondered what you do.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play John.
-Ask the missionaries a few basic questions and introduce yourself to the missionary.
-Listen carefully to the responses that the missionary gives.

Missionary B: You are a missionary.
- Introduce yourselves to John.
-Teach John a few basic things about what we teach in the church and who you are as missionaries.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

Introducing yourself and others: As you are teaching Vincent, one of your progressing investigators, his sister Betty walks in. Introduce yourselves to Betty and take turns introducing each other. Try to keep in mind your missionary purpose and include this in your introductions.

Noun classes in Swahili

In Swahili, all nouns are grouped into classes based upon their prefix (the beginning few letters of a word). There are officially 7 main noun classes. Most adjectives, possessives (yours, mine, etc.), and other parts of Swahili grammar do not have a set prefix, but rather change their prefix or suffix (the end of a word) depending on the noun used. These are called agreements, and each noun class has a specific set of agreements that must be used. It is EXTREMELY important to learn and use these agreements, as most of the language depends on them.

Explanation of Classes

M-Wa Class

All nouns in the M-Wa class refer to people. There are some nouns referring to people in the other classes, however, such as 'mtume' (an apostle), and kijana (a youth). However, nouns referring to people (and some animals) which are not in the M-Wa class will still take M-Wa class agreements. In this class, singular nouns begin with m-. For plural, wa- becomes the new prefix.

Singular	Plural
mtu *a person*	watu *people*
mtoto *a child*	watoto *children*

M-Mi Class

Singular nouns in this class begin with m-. When they become plural, mi- becomes the new prefix.

Singular	Plural
mtume *an apostle*	mitume *apostles*
mstari *a verse (lit. a line)*	mistari *verses (lines)*

Ki-Vi Class

Most singular nouns in this class begin with ki-, but there are a few that begin with ch-. For plural, nouns that begin in ki- will usually become vi- and those that begin ch- will become vy-.

Singular	Plural
kitu *a thing, something*	vitu *things*
kitabu *a book*	vitabu *books*

Subject Prefixes with Noun Classes

In Swahili, the subject of a verb is always added onto the word as a prefix. For example:

Subject	Present Tense	Verb
I	am	reading
Ni-	-na-	-soma

This entire sentence is one word in Swahili. The subject of the sentence, "I", is marked by the prefix "ni-". Subject Prefixes are determined by which noun class is being used. This sentence would be M-Wa class, since the subject is a person.

Subject Prefixes for these three noun classes are:

	Singular	Plural
Ki-Vi Class	ki-	vi-
M-Mi Class	u-	i-
M-Wa Class	ni-(I), u-(you), a-(he/she)	tu-(we), m-(you pl.), wa-(they)

Practice: Write the correct subject prefix

1. Wamisionari ___-nafundisha injili (M-Wa class)
2. Kitabu cha Mormoni ___-nasomwa (Ki-Vi class)
3. Mstari huu ___-naweza kukubariki (M-Mi class)
4. Mtu yule ___-naenda kanisani (M-Wa class)
5. Vitu hivi ___-nanisumbua (Ki-Vi class)
6. Mitume ___-nawasiliana na Mungu (M-Mi class).
7. Mpango wa Wokovu ___-natupa ufahamu (M-Mi class).

Present Verb Tense/Progressive (-na-), Subject Prefixes

Ndiyo,
Yes,

Hapana,
No,

Nani
Who

Nini
What

Unaamini kwamba...
Do you believe that...

Mchunguzi	**a-**	**-na-**	**-soma**	**Kitabu cha Mormoni.**
The investigator	*(he/she)*	*is*	*read(ing)*	*the Book of Mormon.*

Wamisionari *The missionaries* **Nabii** *The Prophet*	**Ni-*** *I*	**Tu-** *We*	**-na-** *am, is, are*	**-fundisha** *teach*	**Injili ya Yesu Kristo** *the Gospel of Jesus Christ* **watu wote** *all people*
	U- *You*	**M-** *You (pl.)*			
	A- *He/she*	**Wa-** *They*			
Kitabu cha Mormoni *The Book of Mormon*	**ki-** *it (ki-vi class)*			**-weza** *able*	**kujibu maswali muhimu** *to answer important questions* **kufunua ukweli** *to reveal the truth*
Mpango wa Wokovu *The Plan of Salvation*	**u-** *it (m-mi class)*			**-toa** *give*	**ushuhuda wa Yesu Kristo** *testimony of Jesus Christ*
				-leta *bring*	**hisia nzuri** *good feelings* **matumaini** *hope*

?

Negative tenses

si- *I don't/am not*	**hatu-** *we don't/are not*
hu- *you don't/are not*	**ham-** *you(pl.) don't/are not*
ha- *he/she doesn't/is not*	**hawa-** *they don't/are not*

haki-
it doesn't (ki-vi class)

hau-
it doesn't (m-mi class)

—

*For negative tense, verbs ending in -a change to -i.

Nabii anafundisha nani?
The Prophet teaches who?
Nabii anafundisha watu wote.
The Prophet teaches all people.
Nabii hafundishi watu wote.
The Prophet doesn't teach all people.

Mpango wa Wokovu unaweza kujibu maswali muhimu?
The Plan of Salvation can answer important questions?
Ndiyo, Mpango wa Wokovu unaweza kujibu maswali muhimu.
Yes, the Plan of Salvation can answer important questions.
Hapana, Mpango wa Wokovu hauwezi kujibu maswali muhimu.
No, the Plan of Salvation cannot answer important questions.

* Though 'ni-' is the correct prefix for "I" in a present-tense verb, most times the 'ni-' will be dropped.
Example: 'Ninasoma' (I am reading) is correct, but 'nasoma' is generally more used.

Function: Asking about and describing actions and events
Context: How to begin teaching

Scenario

Imagine that you and your companion are preparing to teach Patience, a new investigator. In your initial meeting, she revealed to you that her brother just died and she doesn't understand God's plan for her family. While planning for her, you feel strongly impressed to tell her about the Book of Mormon. Prepare a lesson plan that will include explaining both the Plan of Salvation and the Book of Mormon to Patience.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play Patience.
-Ask the missionaries questions about the Plan of Salvation and what it means for you personally.
-Respond sincerely to the missionaries questions.

Missionary B: You will play the missionary.
-Explain to Patience what the Plan of Salvation means for her.
-Make sure to include the Book of Mormon and its role in our lives.

Re-practice:

Switch roles and repeat the practice activity.

Additional Practice

Imagine that you are planning to give a copy of the Book of Mormon to a new investigator. Practice writing your testimony of the Book of Mormon in the inside cover and include your testimony of the Plan of Salvation.

Past Simple Tense (-li-)

Yesu Kristo	a-	-li-	-timiza	Upatanisho.
Jesus Christ	*(he)*	*(past tense)*	*fulfill(ed)*	*the Atonement.*

Ndiyo, *Yes,*

Hapana, *No,*

Nini *What*

Nani *Who*

Mwokozi *The Savior*
Manabii *Prophets*
Mitume *Apostles*

Ni- *I*	**Tu-** *We*
U- *You*	**M-** *You (pl.)*
A- *He/she*	**Wa-** *They*

-li- *(past tense)*

-fanya *do (did)*	**miujiza mingi** *many miracles* **mapenzi ya Mungu** *will of God* **dhambi** *sin*
-fundisha *teach (taught)*	**injili (ya Yesu Kristo)** *gospel (of Jesus Christ)* **kanuni za ukweli** *true principles*
-kufa* *die(d)*	**kwa ajili yetu** *for us* **ili tuweze kutubu** *so that we can repent*
-toa *give (gave)*	**unabii** *prophecy* **ushuhuda** *testimony*

?

Negative tenses

si- *I*	**hatu-** *we*
hu- *you*	**ham-** *you (pl.)*
ha- *he/she*	**hawa-** *they*

-ku- *(negative past tense)*

Yesu Kristo alifanya nini?
Jesus Christ did what?
Yesu Kristo alifanya miujiza mingi.
Jesus Christ did many miracles.
Yesu Kristo hakufanya dhambi.
Jesus Christ did not sin.

Manabii walikufa kwa ajili yetu?
Prophets died for us?
Hapana, manabii hawakufa kwa ajili yetu.
No, prophets did not die for us.
Yesu Kristo alikufa kwa ajili yetu.
Jesus Christ died for us.

Mlitoa ushuhuda?
Did you (pl.) bear testimony?
Ndiyo, tulitoa ushuhuda.
Yes, we bore testimony.
Hapana, hatukutoa ushuhuda.
No, we didn't bear testimony.

*As a monosyllabic verb, 'kufa' will drop 'ku' when used with the negative past tense. Example: 'Sikufa' (I didn't die) is correct, not 'sikukufa'.

Function: Asking about and describing actions and events
Context: Teaching about the Mortal Ministry of Jesus Christ

Scenario

As you are heading to lunch one day, Brother Ochieng approaches you. He has been trying to teach his wife about the Gospel, but she doesn't believe in Christ. She wasn't raised a Christian and while she believes that Christ was a good man, she doesn't understand how a religion could be based on him. Brother Ochieng has brought a list of questions for you.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play Brother Ochieng. Be sure to:
- Ask the missionaries about some of the important things Jesus Christ has done for us.
- Ask other questions that your wife may have.

Missionary B: You will play a missionary.
-Be sure to listen to Brother Ochieng's questions and help him understand what Jesus Christ and the Prophets have done for us.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

You are at the bus stop in Mombasa when a man notices your nametags and stops to talk to you. His name is Ali and he was raised as a Muslim and knows very little about Jesus Christ. Explain to Ali what Jesus Christ did on earth that makes Him so important.

Future Tense (-ta-)

U-	-ta-	-shika	amri za Mungu	kuanzia sasa?
You	*will*	*keep*	*commandments of God*	*beginning now (from now on)?*

Ndiyo, *Yes,*

Hapana, *No,*

Ni- *I*	**Tu-** *We*
U- *You*	**M-** *You (pl.)*
A- *He/she*	**Wa-** *They*

-ta- *will*

-tii *obey*	**Neno la Hekima** *Word of Wisdom*	**kuanzia sasa** *beginning now (from now on)*
	Sheria ya Zaka *Law of Tithing*	**sikuzote** *always*
	Sheria ya Usafi wa Kimwili *the Law of Chastity*	
-soma *read*	**Kitabu cha Mormoni** *the Book of Mormon*	**leo** *today*
	Alma sura ya tano *Alma Chapter 5*	**usiku wa leo** *tonight*
	Enoshi sura ya kwanza *Enos Chapter 1*	**kabla ya miadi ijayo** *before the next appointment*
-hudhuria *attend*	**kanisa** *church*	**wiki ijayo** *next week*
	baraza la tawi *branch council*	**Jumapili** *(on) Sunday*

?

Negative tenses

si- *I*	**hatu-** *we*
hu- *you*	**ham-** *you (pl.)*
ha- *he/she*	**hawa-** *they*

Utahudhuria baraza la tawi Jumapili?
Will you attend branch council on Sunday?
Ndiyo, nitahudhuria baraza la tawi Jumapili.
Yes, I will attend branch council on Sunday.
Hapana, sitahudhuria baraza la tawi Jumapili.
No, I will not attend branch council on Sunday.

Mtasoma Alma sura ya tano kabla ya miadi ijayo?
You (pl.) will read Alma chapter 5 before the next appointment?
Ndiyo, tutasoma Alma sura ya tano kabla ya miadi ijayo.
Yes, we will read Alma chapter 5 before the next appointment.
Hapana, hatutasoma Alma sura ya tano kabla ya miadi ijayo.
No, we will not read Alma chapter 5 before the next appointment.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending Commitment Invitations

Scenario

During weekly planning, you and your companion realize that your investigators aren't progressing. As you look further you realize that they aren't following their commitments like they should. You decide that you should work on giving more direct commitments.

Practice:

Practice with your companion in a planning setting.

Missionary A: You will play the role of the missionary.
-Give several different commitment invitations using the future tense "will you" form. Make sure you are as direct as possible in each case.

Missionary B: You will play the role of one of your investigators.
-Listen to each commitment invitation given and respond with either "Yes, I will..." or "No, I will not...".

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

It is Saturday night and you and your companion want to invite each of your investigators to church the following day by text message. Using question "will you..." form, write down how you would ask each investigator whether or not they will be coming to church. Have your companion act as the investigators and write a response. Determine who of your investigators are coming and who are not.

Explanation of Classes

(Ji)-Ma Class

There are parethesis around 'ji' because a small number of nouns in this class have a singular form with the prefix 'ji-'. However, the majority have no set prefix in singular, while 'ma-' is added for plural.

Singular	Plural
kanisa *a church*	makanisa *churches*
jina *a name*	majina names

N Class

The nouns in this class have no difference between singular and plural.

Singular	Plural
amri *a commandment*	amri *commandments*
sala *a prayer*	sala *prayers*

U Class

All of the nouns in this class begin with 'u-' when used in singular, although some may be changed to 'w-' when the second letter is a vowel. Not all nouns in this class have a plural, as many of them have a meaning of "the essence of". For example, "safi" means clean, and "usafi" means cleanliness, or the essence of clean. There are several ways to get the plural of the other nouns without that meaning. The 'u-' prefix will be dropped and one of three things will happen. Either a) nothing will be added, b) 'ny-' will become the new prefix, or c) 'ma-' will become the new prefix. Unfortunately, there is no pattern or rule for which of these things will happen, as it is a case-by-case basis.

Singular	Plural
ufunguo *key*	funguo *keys*
utiifu *obedience*	

Object Infixes with Noun Classes

The object of a sentence is the person or thing that the verb is describing. For example, the object of the sentence "I know him" would be 'him' because that is the person who is known. In English, the object comes at the end of a sentence. However, in Swahili, the object is marked by one or two letters just before the verb. For example:

Subject Prefix	Tense	Object Infix	Verb
Ni- *I*	-na- *(present tense)*	-m- *him*	-jua *know*
I know him.			

The object infixes used to describe nouns within the N, (Ji)-Ma, and U noun classes are:

	Singular	Plural
N	-i-	-zi-
(Ji)-Ma	-li-	-ya-
U	-u-	-zi-

Practice: Write the correct object infix

1. Ana___-jua (kanisa hili). ((Ji)-Ma class)
   He knows it (this church).
2. Wachunguzi wana___-hitaji (sala zako). (N Class)
   Investigators need them (your prayers).
3. Nabii ana___-shika funguo zote za Ukuhani (U Class)
   The Prophet holds all Priesthood Keys.
4. Ana___-taka (injili) maishani mwake . (N Class)
   She wants it (the gospel) in her life.
5. Hawa___-pendi (makanisa). ((Ji)-Ma class)
   They don't like them (churches).
6. Yesu Kristo ali___-pitia uchungu. (U Class)
   Jesus Christ passed through pain.

Object Infixes, STOVE Sentence Structure

	Roho Mtakatifu *The Holy Ghost*	**a-** *(he)*	**-ta-** *will*	**-ku-** *you*	**-ongoza.** *guide.*	
Ndiyo, *Yes,*	**Mungu** *God*		**-ta-** *will*	**-ni-** *me* / **-tu-** *us* **-ku-** *you* / **-wa-** *you (pl.)* **-m-** *him/her* / **-wa-** *them*	**-jua** *know*	**?**
Hapana, *No,*	**Mchunguzi** *The Investigator*		**-na-** *(present tense)*		**-penda** *love/like*	
Nani *Who*	**Kanisa** *Church*	***li-** *(it) (Ji)-Ma Class*			**-saidia** *help*	
	Injili *Gospel*	***i-** *(it) (N class)*		**-li-** *it ((Ji)-Ma Class)*	**-angazia** *enlighten*	
	Upatanisho *The Atonement*	***u-** *(it) (U Class)*		**-i-** *it (N Class)*	**-okoa** *save*	
		*For negative tense, add ha- before the subject prefix		**-u-** *it (U Class)*	**-pa shangwe** *give joy*	

A-	**-ta-**	**-ku-**	**-ongoz-**	**-a**
He	*will*	*you*	*lead*	*---*
S-Subject Prefix	**T-** Tense Marker	**O-** Object Infix	**V-** Verb	**E-** Ending

Wachunguzi wanapenda kanisa?
The Investigators like the church?
Ndiyo, wanalipenda.
Yes, they like it.
Hapana, hawalipendi.
No, they do not like it.

Nani atawasaidia?
Who will help them?
Mungu atawasaidia.
God will help them.
Kanisa halitawasaidia.
The church won't help them.

Injili itanipa shangwe?
The Gospel will give me joy?
Ndiyo, injili itakupa shangwe.
Yes, the Gospel will give you joy.
Hapana, injili haitakupa shangwe.
No, the gospel will not give you joy.

Function: Asking about and describing actions and events
Context: Promise people blessings

Scenario

You have just recently baptized Bonface. After his baptism, you want to continue to teach him about the new blessings that the gospel and especially the gift of the Holy Ghost will bring into his life. You decide to teach him a lesson specifically designed to remind him about the importance of remaining a faithful member of the church.

Practice:

Missionary A: You will play the role of the missionary. You will:
-Explain to Bonface how the gospel and the Atonement of Jesus Christ will bless him.

Missionary B: You will play the role of Bonface.
-Ask the missionaries specific questions about what the Holy Ghost and the Gospel will do for you.
-Be sure to pay close attention to what the missionaries teach about the blessings of remaining faithful in the church.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

You and your companion want to give another recent convert a picture of their baptism with a small note on the back to give them a reminder of the day of their baptism. Write 2 or 3 sentences that you could put on the back of the picture that you think will remind them of the blessings that are available to them.

Possessives

Yesu Kristo	**ni**	**Mwokozi**	**wangu.**
Jesus Christ	*is*	*Savior*	*mine.*

Ndiyo,
Yes,

Hapana,
No,

Nani
Who

Yesu Kristo *Jesus Christ* **Mungu** *God* **Roho Mtakatifu** *The Holy Ghost*	**ni** *is* **si** *is not*	**nuru y-** *light* **nguvu z-** *strength* **rafiki y-** *friend* ***mwenzio w-** *companion* **kiongozi w-** *leader* **mfano w-** *example* **mwalimu w-** *teacher* **shangwe y-** *joy* **Baba** *Father*	**-angu** *mine* **-ako** *yours* **-ake** *his/hers/its*	**-etu** *ours* **-enu** *yours (pl.)* **-ao** *theirs*	**?**

…… ……..

-a
of

maisha yangu
my life
watu wote
all people
ulimwengu
the world

Yesu Kristo ni Baba yetu wa Mbinguni?
Jesus Christ is our Heavenly Father?
Hapana, Yesu Kristo si Baba yetu wa Mbinguni.
No, Jesus Christ is not our Heavenly Father.
Mungu ni Baba yetu wa Mbinguni.
God is our Heavenly Father.

Roho Mtakatifu ni nani?
The Holy Ghost is who?
Roho Mtakatifu ni nguvu zangu.
The Holy Ghost is my strength.

Yesu Kristo ni mfano wa nani?
Jesus Christ is the example of who?
Yesu Kristo ni mfano wa watu wote.
Jesus Christ is the example of all people.

*Some words, like 'mwenzio' (companion) will be combined into a single word when used with possessives. Example: Mwenzangu (My companion)

Function: Asking about and expressing possession and ownership
Context: Bearing Testimony

Scenario

You are teaching the Khamisi family about the Godhead. They are from another Christian church and have been taught false ideas about the Godhead. They believe that God, Jesus Christ, and the Holy Ghost are all the same person. They also believe that they love us, but not in a close or personal way. Help them to understand the truth about the Godhead.

Practice:

Practice in pairs according to the following roles:

Missionary A: You will play a member of the Khamisi family. You should:
-Ask questions about who each member of the Godhead is.
-Ask questions about the traits of each member.

Missionary B: You will play the missionary. Be sure to:
-Sincerely listen to and answer the Khamisis' questions about God, Jesus Christ, and the Holy Ghost.
-Make sure they understand what the Godhead is truly like.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

You are street contacting and and come across a young woman named Sarah who knows you teach about God. She is confused about who the Holy Ghost is and asks you questions about Him. Think of things you could say to help Sarah understand more about the Holy Ghost.

Demonstratives

Demonstratives are words that refer to specific things. There are four demonstrative words. They are 'this', 'that', 'these', and 'those'. There are two types of demonstratives-- demonstratives of proximity and demonstratives of distance. Each one has a singular form and a plural form. Demonstratives of proximty refer to something close, which would be 'this', with a plural of 'these'. Demonstratives of distance would be 'that' and 'those'. Demonstratives follow a specific pattern, however a different word will be used depending on the class of the noun. In Swahili, demonstratives come after the noun they describe, unlike in English.

Demonstratives of Proximity

All demonstratives of proximity begin with the letter 'h' and end with the subject prefix of the class of the noun used. Between the 'h' and the subject prefix, the vowel used in the subject prefix will be placed. (Example: Kanisa hili = This church)

Demonstratives of Distance

Unlike demonstratives of proximity, demonstratives of distance all have the same ending, which is '-le'. To get the beginning of the word, just use the subject prefix of the class of noun being described by the demonstrative. (Example: Watu wale = Those people)

Note: The only exception to these demonstratives is 'this' and 'that' in the M-Wa class. Instead of using 'a', an old Bantu form is used, which is 'yu'.

The following table shows the demonstratives to be used with each noun class.

	This	That	These	Those
M-Wa Class	huyu	yule	hawa	wale
M-Mi Class	huu	ule	hii	ile
Ki-Vi Class	hiki	kile	hivi	vile
N Class	hii	ile	hizi	zile
(Ji)-Ma Class	hili	lile	haya	yale
U Class	huu	ule	hizi	zile

Practice: Translate the nouns and their demonstratives.

1. Amri hizi _____
2. Wamisionari wale _____
3. Mchunguzi yule _____
4. Wanachama hawa → _____
5. This Testimony _____
6. That Blessing _____
7. Those Books _____
8. This verse _____

Demonstratives

Mstari	**huu**	**u-**	**-na-**	**-onyesha**	**mfano wa imani.**	
Verse	*this*	*(it)*		*show*	*example of faith.*	
Mstari	**huu**	**u-**	**-na-**	**-onyesha**	**nguvu za Roho Mtakatifu**	**?**
Verse	*this*	*(it)*	*(present tense)*	*show*	*the power of the Holy Ghost*	
	ule			**-elezea**	**Upatanisho wa Yesu Kristo**	
	that			*explain*	*the Atonement of Jesus Christ*	
Hadithi	**hii**	**i-**		**-husu**	**Mpango wa Wokovu**	
Story	*this*	*(it)*		*about*	*the Plan of Salvation*	
	hizi	**zi-**			**upendo wa Mungu**	
	these	*(it)*			*the love of God*	
Kitabu	**hiki**	**ki-**			**umuhimu wa maandiko matakatifu**	
Book	*this*	*(it)*			*the importance of the scriptures*	
	kile				**umuhimu wa manabii**	
	that				*importance of prophets*	
Sura	**hii**	**i-**			**matokeo ya dhambi**	
Chapter	*this*	*(it)*			*results of sin*	
	zile	**zi-**				
	those	*(it)*				

Ndiyo, *Yes,*

Hapana, *No,*

Nini *What*

*For negative tense, add ha- before the subject prefix and drop -na-.

Sura zile zinahusu Upatanisho wa Yesu Kristo?
Those chapters are about the Atonement of Jesus Christ?
Ndiyo, sura zile zinahusu Upatanisho wa Yesu Kristo.
Yes, those chapters are about the Atonement of Jesus Christ.
Hapana, sura zile hazihusu Upatanisho wa Yesu Kristo.
No, those chapters are not about the Atonement of Jesus Christ.

Kitabu hiki kinaelezea nini?
This book explains what?
Kitabu hiki kinaelezea umuhimu wa manabii.
This book explains the importance of prophets.
Kitabu hiki hakielezei matokeo ya dhambi.
This book does not explain the results of sin.

Function: Asking about and describing objects, people and their characteristics
Context: Sharing a scripture

Scenario

Edwin (one of your best investigators) has been getting ready for his baptism. As part of his preparation, he has been trying to read the Book of Mormon. He wants you to show him some scriptures that you've discussed in some lessons.

Practice:

Practice in pairs according to the following roles:

Missionary A: You will play the role of Edwin. You should:
-Ask the missionaries about certain scripture references and what each one talks about.

Missionary B: You will play the missionary
-Explain to Edwin the significance of each scripture passage that he asks about. Be as specific as possible.
-Try to combine sentences to describe scripture passages using more than one subject (ex: mstari huu unaonyesha umuhimu wa manabii **na** matokeo ya dhambi.)

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

Sister Agnes has come to you and asked that you teach her 7-year old son, Bernard, as he prepares for baptism. Both parents are members and you feel it will be better for Bernard to learn from his parents. However, upon informing Agnes, she tells you that she is too nervous and would prefer that you do the teaching. Write down five scripture references and what each verse talks about to give to Agnes to help her feel comfortable teaching Bernard.

Bantu vs Arabic Words

Most Swahili words are derived from either Bantu (African) languages or Arabic. The majority are Bantu, but there are many Arabic loan words. Many agreements and language principles in Swahili depend on whether the word used is Bantu or Arabic. The two principles of grammar most affected by the origin of the word are verbs and adjectives.

Verbs

All Bantu verbs end in -a. Arabic verbs however, usually end in a different vowel, such as -e, -i, or -u. When using alternate forms of verbs, (which will be discussed later) the suffixes of Bantu verbs will change. However, the suffixes of Arabic verbs will remain unchanged. The following are examples of Bantu and Arabic verbs.

Bantu	Arabic
kusema *to speak*	kusahau *to forget*

Adjectives

All adjectives in Swahili come after the noun that they describe, opposite of what would be done in English. The construction of each adjective will depend on its derivation. Arabic adjectives do not use any kinds of agreements- the same word is used no matter what the noun is. However, Bantu adjectives will change their prefix depending on the class of the noun they describe and whether or not the noun is plural. Each of these Bantu adjectives has a stem, which is the rest of the word (besides the prefix) that stays the same.

Bantu	Arabic
-zuri *good*	muhimu *important*

(Depending on the noun used, 'good' could be 'mzuri', 'kizuri'...)

Practice: Determine whether the verb or adjective is Bantu or Arabic.

1. kuenda (to go)		
2. kusali (to pray)		
3. kujitahidi (to strive)		
4. kujua (to know)	→	
5. -aminifu (faithful)		
6. kamili (complete)		
7. -kuu (great)		
8. safi (clean)		

Past Perfect Tense (-me-)

Mungu	**a-**	**-me-**	**-rejesha**	**injili Yake.**	
God	*(he)*	*has*	*restore(ed)*	*His gospel.*	
Mungu		**-me-**	**-rejesha**	**kanisa Lake**	**?**
God		*has*	*restore*	*His church*	
Bwana		**-ja-**		**injili ya kweli**	
The Lord		*has not*		*true gospel*	
				mamlaka ya Ukuhani	
				Priesthood authority	
			-ita	**nabii wa kweli**	
			call	*true prophet*	
				mitume	
				apostles	
			-fanya	**kazi ya ajabu**	
			do(ne)	*a marvelous work*	
				muujiza mkuu	
				a great miracle	
			-sahau	**watoto Wake**	
			forgotten	*His children*	
				kizazi hiki	
				this generation	

Ndiyo,
Yes,

Hapana,
No,

Nini
What

*For negative tense, add ha- before the subject prefix

Mungu amefanya nini?
God has done what?
Mungu amefanya kazi ya ajabu.
God has done a marvelous work.
Hajasahau watoto Wake.
He has not forgotten His children.

Bwana amerejesha mamlaka ya Ukuhani?
The Lord has restored Priesthood authority?
Ndiyo, Bwana amerejesha mamlaka ya Ukuhani.
Yes, the Lord has restored Priesthood authority.
Hapana, Bwana hajarejesha mamlaka ya Ukuhani.
No, the Lord has not restored Priesthood Authority.

Function: Asking about and describing actions and events
Context: Teaching about the Restoration

Scenario

You have been preparing to teach Daniel, who is deaf. The last time you met, you gave him a Restoration pamphlet and asked him (with the help of Solomon, an interpreter) to read it before the next meeting. When you arrive at the church for the lesson, you find Daniel waiting, but Solomon has informed you that he will not be able to come. However, Daniel wants to learn more and starts writing down questions to ask you.

Practice:

Practice in groups of 3 missionaries according to the following roles.

Missionary A: You will play the role of Daniel.
-Write down 5 yes-no questions that you have about the Restoration to give to the missionaries.

Missionary B: You will play the role of the missionary. Be sure to:
-Write down the answer to each question that Daniel asks.
-Write down some other points of the Restoration to tell Daniel about.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

As you are walking in the street, a man named Francis approaches you and starts to question you. Francis has been to many churches before and doesn't see the difference between all of them. He wants to know how the Church is different from the many other Christian churches. Practice things you could say to him about how the Restoration of the true church.

Alternate Verb Forms

In Swahili, verbs may change how they are constructed when used in different ways. In each of the following types of different forms of verbs, the same construction will be used. The subject prefix will be used as the beginning of the word, then the verb will directly follow-- and with Bantu verbs, the -a ending will change. In all of the following cases, it will change to -e. In the case of Arabic verbs, the ending will not change.

Bantu vs Arabic Verbs

There are two types of verbs in Swahili: those of Bantu (African) origin, and those of Arabic origin (Swahili has many Arabic loan words). Almost every verb of Bantu origin ends in -a, while Arabic verbs end in other vowels, such as -i, -u, or -e. When used in different verb forms, the final letter of Bantu verbs will often change. This example has already been seen in negative present tense, where the final letter (-a) changes to -i. However, the final letter in Arabic verbs does not change in that case.

Polite Imperative

This form of verb is used when asking someone to do something. However, by adding the subject prefix, it adds the effect of a softener, like we would use "please" or "would you" in English.

Usome...	*Would you read...*

Purpose or Intention

The word 'ili' means 'so that..'. The verbs that follow this word are all constructed in the same way.

Ili niweze...	*So that I'm able...*

Dependent Clause

Where two different verbs with two different subjects follow each other, the second verb and subject will change their construction.

Waliniambia niende	*They told me to go.*
Nataka uende.	*I want you to go.*

Practice: For each verb given, write the verb construction used for the Polite Imperative, Dependent Clause, and Purpose/Intention verb forms. Be sure to remember the difference between Bantu and Arabic verbs.

1. Soma	→	
2. Fanya		
3. Omba		
4. Sali		
5. Kuja		
6. Baki		
7. Jaribu		
8. Pata		
9. Jua		
10. Tubu		

Kutaka - To want

	Mungu	**a-**	**-na-**	**-taka**	**tu-**	**-we na**	**furaha.**
	God	*(he)*	*(present tense)*	*want*	*we*	*have*	*happiness.*

Ndiyo,
Yes,

Hapana,
No,

	Mungu		**-na-**	**-taka**		**-we na**	**shangwe**
	God		*(present tense)*	*want*		*have*	*joy*
	Yesu Kristo			**-tamani**			**hisani**
	Jesus Christ			*desire*			*charity*
	Rais wa Tawi						**huzuni**
	Branch President						*sorrow*
	Wamisionari					**-fanye**	**mema**
	Missionaries					*do*	*good*
							makosa
							mistakes
						-jitahidi	**kutofanya dhambi**
						strive	*to not sin*
							kuwa safi
							to be clean
							kushika amri
							to keep the commandments
						-sali	**kwa imani**
						pray	*with faith*
							kila siku
							every day

?

Negative tense is made by following the regular present- tense negative form.

Rais wa Tawi anataka tufanye nini?
The Branch President wants us to do what?
Anataka tujitahidi kuwa safi.
He wants us to strive to be clean.
Hataki tufanye makosa.
He doesn't want us to make mistakes.

Mungu anataka nisali kila siku?
God wants me to pray every day?
Ndiyo, Mungu anataka usali kila siku.
Yes, God wants you to pray every day.

Yesu Kristo anataka tuwe na huzuni?
Jesus Christ wants us to have sorrrow?
Hapana, Yesu Kristo hataki uwe na huzuni.
No, Jesus Christ doesn't want us to have sorrow.
Anataka tuwe na shangwe.
He wants us to have joy.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Testimony

Scenario

You are planning on meeting with Fatuma tonight. She hasn't been very good at keeping commitments. She lost her job and is trying to support her children and her elderly mother who lives with her. She is extremely discouraged and doesn't understand what God wants for her. You and your companion have decided that for your next lesson you want to express to her that the Savior and you (as His representatives) want the best for her.

Practice:

Practice in pairs according to the following roles:

Missionary A: You will act as Fatuma.
-Imagine that you have just gone through a rough time and need help. Ask questions about what God wants for you.
- Be realistic and try to express real concerns.

Missionary B: You act as the missionary.
-Practice saying different phrases to Fatuma to comfort her and help her understand what the Savior wants for her.
-Listen intently to Fatuma's concerns and answer her questions.

Re-practice:

Switch roles and repeat the practice activity. Try to find the best phrases to use with Fatuma.

Additional Scenario(s)

You and your companion decide to visit an investigator who is not keeping commitments and give them one more chance before discontinuing lessons with them. You decide to give them a picture of Jesus Christ and write your testimony about what God and Jesus Christ want for them on the back.Write several different sentences that you could use about what God wants for them.

Lazima

Lazima	**tu-**		**-tii**	**Neno la Hekima**	**ili**	**tu-**	**-we na**	**afya nzuri.**
(Necessary)	*we*		*obey*	*the Word of Wisdom*	*so that*	*we*	*have*	*good health.*

Ndiyo,
Yes,

Hapana,
No,

Kwa nini
Why

Vitu gani?
Which things?

Si
Not

Lazima		**-le**	**kahawa**	**ili**		**afya nzuri**	**?**
(Necessary)	*don't*	*eat*	*coffee*	*so that*		*good health*	
		-nywe	**majani ya chai***			**furaha**	
		drink	*tea leaves*			*happiness*	
		-tumie	**tumbaku**			**nguvu za kimwili**	
		use	*tobacco*			*physical strength*	
		-epuke	**pombe**				
		avoid	*alcohol*				
			madawa haramu				
			illegal drugs				
			nafaka				
			grain				
			matunda				
			fruits				
			mboga				
			vegetables				

Kwa nini lazima tusinywe majani ya chai?
Why is it necessary that we don't drink tea?
Ili tuwe na afya nzuri na furaha.
So that we have good health and happiness.

Lazima niepuke tumbaku?
Is it necessary that I avoid tobacco?
Ndiyo, lazima uepuke tumbaku.
Yes, you must avoid tobacco.
Hapana, si lazima uepuke tumbaku.
No, it's not nessecary to avoid tobacco.

Lazima tusitumie vitu gani?
It is necessary that we don't use which things?
Lazima tusitumie pombe na kahawa.
We must not use alcohol and coffee.
Lazima tule nafaka, matunda, na mboga.
We must eat grains, fruits, and vegetables.

*In East Africa, people often use the word "chai" (tea) to refer to any hot drink, including hot chocolate. So when discussing the need to avoid tea, use "majani ya chai", which translates to tea leaves, rather than just "chai".

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about the Word of Wisdom

Scenario

Baba Maria has been making a lot of progress. However, he is still having trouble following the word of wisdom, specifically knowing which substances he can and can't eat or drink. You and your companion decide to teach him a lesson that specifically outlines what we should and shouldn't take into our bodies.

Practice:

Practice in pairs assuming the following roles:

Missionary A: You will play Baba Maria.
-Tell the missionaries what you understand about the Word of Wisdom.
-Ask about several different items that the Word of Wisdom talks about (ex. kahawa, pombe) and whether or not they are good for you or not.

Missionary B: You will play the missionary.
-Correctly answer each of Baba Maria's questions about the Word of Wisdom.
-Be sure that Baba Maria thoroughly understands what is OK for him to put into his body and what is not.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

After your second visit with Mama Conslate, she offers you and your companion tea. You decide to use this as an opportunity to share about our beliefs about tea and keeping the Wisdom. Practice a few things that you could say to Mama Conslate about the Word of Wisdom.

To have

___	Tu-	-na*	ujumbe muhimu	kuhusu	Yesu Kristo.
	We	*have*	*important message*	*about*	*Jesus Christ.*

Ndiyo, *Yes,*

Hapana, *No,*

Mchunguzi		**-na**	**ujumbe**	**kuhusu**	**imani**
The Investigator		*have*	*message*	*about*	*faith*
Wamisionari		**-likuwa na**	**ufahamu**		**matumaini**
Missionaries		*had*	*knowledge*		*hope*
Akina Dada		**-takuwa na**	**ushuhuda**		**familia**
The Sisters		*will have*	*testimony*		*families*
			kitabu		**toba**
			book		*repentance*
			hamu	**ya**	**kubadilika**
			desire	*of*	*to be changed*
			mahitaji		**kunyenyekea**
			need		*to be humble*
			imani		**kushinda dhambi**
			faith		*to overcome sin*
			nguvu	**za**	**kuvumilia**
			strength	*of*	*endure*

?

Negative tenses**

si- *I*	**hatu-** *we*
hu- *you*	**ham-** *you (pl.)*
ha- *he/she*	**hawa-** *they*

**For negative tense, add one of these negative tenses before before -na. (Don't forget -ku- for past tense).

Mchunguzi ana hamu ya kushinda dhambi?
The Investigator has the desire to overcome sin?
Ndiyo, Mchunguzi ana hamu ya kushinda dhambi.
Yes, the Investigator has the desire to overcome sin.
Hapana, Mchunguzi hana hamu ya kushinda dhambi.
No, the Investigator does not have the desire to overcome sin.

Mlikuwa na ufahamu kuhusu toba?
Did you (pl.) have knowledge about repentance?
Ndiyo, tulikuwa na ufahamu kuhusu toba?
Yes, we had knowledge about repentance.
Hapana, hatukuwa na ufahamu kuhusu toba.
No, we didn't have knowledge about repentance.

*In Swahili, there is no actual word for 'to have'. Instead, when describing having something, we say 'to be with'.

Function: Asking about and expressing possession and ownership
Context: How to begin teaching

Scenario

You and your companion have decided to go stand outside the church with several boxes of pamphlets and give them to people as they pass by.

Practice:

Practice in groups of 3 missionaries according to the following roles:

Missionaries A&B: You will play the missionaries.
-Using “to have” ask several questions that will help you get a feel for the investigator’s background.
-Respond to any questions that the investigator may have.
-Try to help the person become interested and want to learn more about the gospel.

Missionary C: You will play the role of the passer-by.
-Answer each of the questions that the missionaries ask you.
-Ask a few questions of your own about what the missionaries have to offer.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

While you are teaching Paul, you and your companion continue to notice that something is eating away at him. After asking if something is wrong, he insists that everything is all right, but you continue to feel that he has a concern. As part of being a great missionary is to ask the right questions, practice a few questions that you could ask Paul that might help him to bring up his concern.

Forming Passive Verbs with the -w- infix

A verb becomes passive when 'be' is added before the action. 'To love' is an example of an active verb, and 'to be loved' would be the passive form. In Swahili, there is an infix added to signify this verb form, which is -w-. Usually, a -w- will be inserted into the verb before the final vowel. For example:

(ku)penda	*(to) love*
(ku)pendwa	*(to) be loved*

This is the case with most verbs. However, there are several exceptions to this rule, especially in the case of Arabic verbs.

1st Exception

Verbs that have the ending '-oa', '-aa', or '-ua'. The reason is that if -w- was put just before the final letter, it would sound no different. To say 'kujua' (to know) and 'kujuwa' would sound exactly the same. Therefore, verbs that have -oa as their ending will have '-lew-' inserted to become passive, and those ending in -ua and -aa will have the insert of '-liw-'. For example 'kuchagua' (to choose) and 'kutoa' (to give out) would become:

Yesu alichaguliwa	*Jesus was chosen*
ushuhuda ulitolewa	*testimony was given*

2nd Exception

Arabic verbs that end in -i or -u have their final letters replaced by '-iwa'. 'Kujibu' (to answer) and 'kubariki' (to bless) become:

nilijibiwa	*I was answered*
utabarikiwa	*you will be blessed*

3rd Exception

Arabic verbs that end in -e have their final letter replaced by '-ewa'. 'Kusamehe' (to forgive) would become:

tutasamehewa	*we will be forgiven*

'With' and 'by'

Most of the time, a stative verb will not just be used on its own. Usually there will be a preposition and noun that will follow. (Examples: The Book of Mormon was written *by prophets*, apostles are chosen *by Jesus Christ*) When passive verbs are followed by prepositions such as these, one of two words will be used. If the noun following is a person, 'na' will be used. If the noun is not a person, then 'kwa' will be used. For example:

Tunaongowza na nabii	*We are lead by a prophet.*
Huzuni inaletwa kwa dhambi	*Sorrow is brought by sin.*

Practice: Translate each of the following into English or Swahili.

1.Kujuliwa	
2. The gospel was restored.	
3. We will be saved.	
4. Ulibatizwa?	
5. We have been promised.	
6. Walifundishwa.	
7. You will be answered.	
8. Nilifarijiwa.	

Passive Verbs

	Injili *Gospel*	**i-** *(it)*	**-me-** *has been*	**-rejeshwa** *restored*	**na** *by*	**Yesu Kristo.** *Jesus Christ*
Ndiyo, *Yes,*	**Wamisionari** *Missionaries*		**-na-** *(present tense)*	**-teuliwa** *chosen*	**na** *by*	**Mungu** *God*
Hapana, *No,*	**Manabii** *Prophets*		**-li-** *was*	**-ombewa** *prayed for*	***kupitia kwa** *through*	**Yesu Kristo** *Jesus Christ*
Nani *Who*	**Mitume** *Apostles*		**-ta-** *will be*	**-saidiwa** *helped*		**Roho Mtakatifu** *The Holy Ghost*
Lakini *But*	**Marais wa Tawi** *Branch Presidents*			**-hudumiwa** *ministered to*		**Malaika** *angel(s)*
				-barikiwa *blessed*		**wanachama wa kanisa** *members of the church*
				-fanikiwa *-prospered*		**utiifu** *obedience*
						bidii *diligence*
				-jaribiwa *tempted*		**dhambi** *sin(s)*
						Shetani *Satan*

?

Manabii wanateuliwa na nani?
Prophets are chosen by who?
Manbii wanateuliwa na Mungu.
Prophets are chosen by God.
Manabii hawateuliwi na wanchama wa kanisa.
Prophets are not chosen by members of the church.

Wamisionari watajaribiwa na Shetani?
Missionaries will be temtped by Satan?
Ndiyo, wamisionari watajaribiwa na Shetani.
Yes, missionaries will be tempted by Satan.
Lakini watabarikiwa kupitia kwa utiifu.
But they will be blessed through obedience.

*'Kwa' could be used by itself, but because of the nouns and verbs used in this activity, it would be more correct to use 'kupitia kwa', which means 'through'.

Function: Asking about and describing actions and events
Context: Talking about Church Organization

Scenario

You've been teaching Victoria for a month now. She has been relatively quiet for during your lessons. It turns out that she has been saving up questions to ask you.

Practice:

Practice in pairs according to the following roles.

Missionary A: You will play the role of Victoria. You will:
-Ask the missionaries questions relating to "who", such as "Nani aliandika Kitabu cha Mormoni?"

Missionary B: You will play the role of the missionary.
-Answer Victoria's questions by using the passive verb form

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

Write a letter to an inactive member of the church. Bear your testimony to them. Make sure to use the passive verb when sharing how you've been blessed by the church.

Polite Imperative Verbs

U-	-some	mstari huu kwa sauti	ili	u-	-jibiwe.
(Would) you	*read*	*this verse out loud*	*so that*	*you*	*be answered.*

	-some	**kutoka Kitabu cha Mormoni**	**ili**		**-pokee majibu**
	read	*from the Book of Mormon*	*so that*		*receive answers*
		kwa imani			**-elewe nia ya Mungu**
		with faith			*understand God's will*
		pamoja kama familia			**-jue ukweli**
		together as a family			*know the truth*
	-sali	**kila siku**			**-angaziwe**
	pray	*every day*			*enlightened*
		kwa kusudi halisi			**-siwe na mashaka**
		with real intent			*have no doubts*
		kwa roho iliyopondeka			**-hisi upendo wa Mungu**
		with a contrite spirit			*feel the love of God*
	-tubu	**kwa unyenyekevu**			**-pokee msamaha**
	repent	*in humility*			*receive fogiveness*
					-we na faraja
					have comfort

When addressing more than one person, -ni can be added onto the end of the verb.

When using the m- subject prefix, a w or u will be inserted just after the subject prefix if the first letter of the verb is a noun.

Msali pamoja kama familia ili mhisi upendo wa Mungu.
(You (pl.)) pray together as a family so that you (pl.) feel the love of God.
Usome Kitabu cha Mormoni ili uelewe nia ya Mungu.
(You) read the Book of Mormon so that you understand the will of God.
Mtubu kwa kusudi halisi ili muwe na faraja.
(You (pl.)) repent with real intent so that you have comfort.

Function: Asking and answering questions of cause and effect
Context: Promising Blessings

Scenario

You have been meeting with Brother and Sister Itongwa frequently and they seem to be really liking the lessons. They, however, aren't doing very well at keeping their commitments. After prayerfully considering them, you feel that they don't fully understand why the commitments are important. You and your companion decide to teach a lesson on how specific commitments bring specific blessings.

Practice:

Practice in groups of 4 missionaries according to the following roles:

Missionaries A&B: You will play the role of the missionaries. You will:
-Ask Brother and Sister Itongwa to keep certain commitments, such as praying.
-Don't forget to include the reason for keeping their commitments, such as receiving answers.

Missionaries C&D: You will play the roles of Brother and Sister Itongwa.
-Listen to the missionaries and express feelings as appropriate.

Re-practice:

Switch roles or groups and repeat the practice activity.

Additional Scenario(s)

You are meeting with Kamau, a less-active member of the church. He has been going through difficult times in his life and wants to know how he can receive more blessings in his life. Practice a few things that you could say to help Kamau see the blessings of following the gospel and being a faithful member of the church.

Habitual Tense (hu-)

Mungu	hu-	-teua	manabii.
God	*(habitually)*	*chooses*	*prophets.*

Ndiyo,
Yes,

Hapana,
No,

Nani
Who

Nini
What

Mungu	**hu-**	**-teua**	**manabii**	**?**
God	*(habitually)*	*chooses*	*prophets*	
Yesu Kristo		**-ita**	**watumishi Wake**	
Jesus Christ		*calls*	*His servants*	
		-wasiliana na	**watoto Wake**	
		communicates with	*His children*	
Manabii		**-hubiri**	**injili ya Yesu Kristo**	
Prophets		*preach*	*the Gospel of Jesus Christ*	
			neno la Mungu	
			the word of God	
		-onya	**kuhusu matokeo ya dhambi**	
		warn	*about the results of sin*	
		-pokea	**nguvu kutoka kwa Mungu**	
		receive	*strength from God*	
			mamlaka ya Ukuhani	
			Priesthood Authority	

To get the negative of the hu- tense, just use the same construction as when using the -na- present tense.

Mungu huwasiliana na watoto Wake?
God communicates with His children?
Ndiyo, Mungu huwasiliana na watoto Wake.
Yes, God communicates with His children.
Hapana, Mungu hawasiliani na watoto Wake.
No, God does not communicate with His children.

Manabii hupokea mamlaka ya Ukuhani?
Prophets receive Priesthood Authority
Ndiyo, manabii hupokea mamlaka ya Ukuhani.
Yes, prophets receive Priesthood Authority.
Hapana, manabii hawapokei mamlaka ya Ukuhani.
No, prophets don't receive Priesthood Authority.

Function: Asking about and describing actions and events
Context: Teaching about Gospel Dispensations

Scenario

Your Mission President gave you permission to visit Bungoma, which is a small town about an hour's drive from your area. The Church has not reached Bungoma yet, and the Church wants to investigate whether or not to start a branch there. A small group of people there have heard about the church and were interested in hearing more. You and your companion have decided to teach the potential branch a small message about the Restoration, but upon teaching about Prophets and Gospel Dispensations, most people (devout members of other Christian churches with differing beliefs about prophets) do not understand God's pattern of calling prophets, especially in the latter-days.

Practice:

Work in groups of 4 missionaries according to the following roles:

Missionaries A&B :You will play the group in Bungoma. You will:
-Ask the missionaries specific questions about prophets, such as the prophet's role in the world.
-Listen to the other principles taught by the missionaries.

Missionaries C&D: You will play the missionary. Be sure to:
-Listen to the group members and answer their questions about prophets.
-Share any other insights that will help them to understand more fully about God's pattern of calling prophets and giving them Priesthood Authority.

Re-practice:

Switch roles or groups and repeat the practice activity.

Additional Scenario(s)

You are teaching David, who is a member of another Christian church. You have previously taught him about the Restoration, but upon further follow-up, you find that he is having difficulty understanding God's pattern of calling prophets, especially in these days. Using the habitual tense, practice with your companion what you could say to help David understand more about prophets and Gospel Dispensations.

Je - Questions

	(Je,)*	**U-**	**-li-**	**-pata(-)**	**(-je)***	**ushuhuda wa injili?**
	(Question Marker)	*You*	*(past tense)*	*get*	*how*	*testimony of the gospel?*
Ndiyo, *Yes,* **Hapana,** *No,*	**Je** *(Question marker)*		**-li-** *(past tense)* **-ta-** *will* **-na-** *(present tense)* **-me-** *have*	**-weza-** *able*	**-je** *how*	**kumwamini Bwana** **?** *to trust in the Lord* **kuwa na imani zaidi** *to have more faith*
				-jua *know*		**kanisa ni la kweli** *the church is true* **Joseph Smith alikuwa nabii wa kweli** *Joseph Smith was a true prophet*
				-pata- *get*		**matumaini** *hope* **ufahamu wa ukweli** *knowledge of the truth*
	(Ndiyo,)	**Ni-**	**-li-**	**-pata**	**ushuhuda wa injili**	**kupitia kwa sala.**
	(Yes,)	*I*	*(past tense)*	*get*	*a testimony of the gospel*	*through prayer.*
						kupitia kwa uthibitisho wa Roho Mtakatifu *through the confirmation of the Holy Ghost* **kwa kusoma Kitabu cha Mormoni** *by reading the Book of Mormon* **kwa kuhudhuria kanisa** *by attending church*

Nawezaje kuwa na imani zaidi?
How can I have more faith?
Unaweza kuwa na imani zaidi kwa kuhudhuria kanisa.
You can have more faith by attending church.

Je, ulipata ufahamu wa ukweli?
Did you get a knowledge of the truth?
Ndiyo, nilipata ufahamu wa ukweli kupitia kwa sala.
Yes, I got a knowledge of the truth through prayer.

*Je will either be used at the beginning of a sentence to serve as an emphasis when asking a question OR after a verb to mean 'how', not both in the same sentence.

Function: Asking and answering questions of cause and effect
Context: Following up

Scenario

Working with members: You have been teaching Reuben and his wife, Beryl, for about two weeks. They have been interested in the lessons, but complacent about keeping commitments. You want to follow up with them about several commitments that they agreed to keep to find out if they have kept them. Today, Brother Kidera has agreed to come along and help you teach.

Practice:

Work in groups of 4 missionaries according to the following roles:

Missionary A:You will play the missionary. You will:
-Ask Reuben and Beryl if they have kept their commitments and received knowledge of certain truths or principles.
-Include Brother Kidera and ask him how he was able to receive the same truths and/or answers.

Missionary B:You will play Brother Kidera. You will:
-Answer the missionaries' questions of how you received your testimony.

Missionaries C&D: You will play Reuben and Beryl.
-Answer the missionaries questions of whether or not you have kept your commitments and whether or not you have recieved a knowledge of certain principles or answers to prayers.

Re-practice:

Switch roles and/or groups and repeat the practice activity.

Additional Scenario(s)

You have been transferred to a new area and have a new companion. You find out that your companion is a convert to the church and you are curious to know more about their conversion story. Write down a few questions that will help you understand more about their conversion story.

Bantu vs Arabic Adjectives

Since Arabic adjectives aren't affected by agreement rules (they remain the same no matter what noun is being described), all of the following rules are for Bantu adjectives only. Remember that in Swahili, adjectives always follow the noun they decribe.

These are the prefixes added onto the beginning of Bantu adjectives, according to the noun's class.

Noun class	Singular	Plural
M-Wa	m-	wa-
M-Mi	m-	mi-
Ki-Vi	ki-	vi-
N	(see explanation)	
(Ji)-Ma	(see explanation)	
U	(see explanation)	

N Class
Just like with nouns, there is no difference between singular and plural. The prefix 'n-' will be used with adjectives whose stem (the part that doesn't change) begins with the letters d, g, and z. The prefix 'm-' will be used with adjectives whose stem begins with the letters b, v, and p (only p if the adjective is monosyllabic, or is one syllable). The prefix 'ny-' will be used with adjectives whose stem begins with a vowel. For all other vowel stems, there is no prefix added.

Adjective stem	Adjective w/ noun
-zuri	imani nzuri (good faith)
-pya (new)	amri mpya (a new commandment)
-baya (bad)	afya mbaya (bad health)
-ingine (other, some)	siku nyingine (another day)
-kuu (great)	nguvu kuu (great power)

(Ji)-Ma Class
With the exception of '-pya' (new), all adjectives whose stems begin with consonants will have no prefix when used with singular (Ji)-Ma nouns. When plural, the prefix 'ma-' will be added.

Adjective stem	Adjective w/ noun
-zuri (good)	swali zuri (a good question)
	maswali mazuri (good questions)

Adjectives whose stems begin with a vowel (and '-pya') will add the prefix 'ji-' except for '-ingine', which adds 'li-'. In plural, vowel stem adjectives take the prefix 'me-'.

U Class
The prefix 'm-' (mw- with a stem beginning in a vowel) is added to adjectives when used with singular U class nouns. In plural, adjectives use the same agreements as N class nouns.

Adjective stem	Adjective w/ noun
-ingine (other, some)	ushuhuda mwingine (another testament)

Practice: Fill in the correct prefix for each adjective.

1. Amri hizi ni ___-zuri. (These commandments are good)
2. Mizigo ___-zito (heavy burdens)
3. Misionari ___-aminifu (a faithful missionary)
4. Mashaka ___-ngi (many doubts)
5. Ushuhuda ___-fupi (a short testimony)
6. Kitabu ___-takatifu (a Holy Book)

Adjectives

Kanisa la Yesu Kristo *The Church of Jesus Christ*	**ni** *is*	**kanisa** *church*	**la kweli.** *true.*		
Kitabu cha Mormoni *The Book of Mormon* **Biblia** *The Bible*	**ni** *is* **si** *is not*	**kitabu (ki-)*[ch-]**** *book* **ushuhuda (m-)[w-]** *witness* **maandishi (ma-)[y-]** *record*	**(-takatifu)** *holy* **maalum** *special* **muhimu** *important* **(-kamilifu)** *perfect* **[-a kweli]** *true*	**-a Mungu** *of God* **-a Yesu Kristo** *of Jesus Christ* **-a kanisa** *of the church*	**?**
Manabii *Prophets* **Mitume** *Apostles* **Wamisionari** *Missionaries*		**mashahidi (wa-)** *witnesses (people)* **watu (wa-)** *people* **watumishi (wa-)** *servants* **wawakilishi (wa-)** *representatives*	**(-baya)** *bad*		

Ndiyo,
Yes,

Hapana,
No,

Nani
Who

Nini
What

Biblia ni kitabu kikamilifu?
The Bible is a perfect book?
Hapana, Biblia si kitabu kikamilifu.
No, the Bible is not a perfect book.
Kitabu cha Mormoni ni kitabu kikamilifu.
The Book of Mormon is a perfect book.

Wamisionari ni watu wabaya?
Missionaries are bad people?
Hapana, wamisionari si watu wabaya.
No, missionaries are not bad people.
Wamisionari ni waakilishi maalum wa Mungu.
Missionaries are special representatives of God.

Mitume ni nani?
Apostles are who?
Mitume ni mashahidi maalum wa Yesu Kristo.
Apostles are special witnesses of Jesus Christ.

*Parenthesis signify a Bantu verb and agreement. Other adjectives are Arabic, which don't use agreements.
**Brackets are specifically for the adjective '-a kweli' (true). This adjective doesn't follow the regular adjectival form, and does not use the same agreements as other adjectives, except with the M-Wa class (people).

Function: Asking about and describing objects, people and their characteristics
Context: Testimony

Scenario

You are street contacting in Mahina when a man named Martin starts talking with you. He says that he has seen you a few times and is curious what you do. After telling him that you are missionaries of the church, he wanted to know what the church teaches. He also saw the picture of the Book of Mormon on the back of the pamphlet that you have given him and wanted to know more.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play the role of Martin.
-Ask the missionaries several questions about the Book of Mormon and the church.

Missionary B: You will play the missionary.
-Answer Martin's questions and help him understand more about the Book of Mormon and who you are as missionaries.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

One of your investigators, Magdalena, has not been progressing at all. You and your companion have decided to visit one last time to inform her that you won't be continuing to teach her if she doesn't keep her commitments. You decide to end with your testimony. Practice a few things to say as part of your testimony of the gospel.

If

	U- *You*	**-ki-** *if*	**-shika amri za Mungu,** *keep the commandments of God,*	**u-** *you*	**-ta-** *will*	**-barikiwa.** *be blessed.*	
Ndiyo, *Yes,*		**-ki-** *if*	**-wa na hisani,** *have charity*		**-ta-** *will*	**-pokea ufunuo wa kibinafsi** *receive personal revelation*	**?**
Hapana, *No,*		**-sipo-** *if (negative tense)*	**-shika maagano,** *keep covenants* **-mfuata Yesu Kristo,** *(him) follow Jesus Christ* **-ja* kanisani,** *come in (to) church* **-tii Neno la Hekima,** *obey the Word of Wisdom* **-tii sheria ya Usafi wa Kimwili,** *obey the Law of Chastity* **-omba kwa kusudi halisi,** *ask with real intent* **-fuata mashauri ya Nabii** *follow the counsel of the Prophet*			**-hisi upendo wa Mungu** *feel the love of God* **-mkaribia Mungu** *(him) come closer to God* **-kuwa na amani maishani** *have peace in life* **-shinda majaribio** *overcome temptations* **-kuwa na shaka** *have doubt* **-nguvu za kuvumilia** *power to endure*	

Tukiomba kwa kusudi halisi, tutakuwa na shaka?
If we pray with real intent, we will have doubt?
Hapana, hatutakuwa na shaka.
No, we will not have doubt.
Tutakuwa na amani maishani.
We will have peace in life.

Nikija kanisani, nitapokea ufunuo wa binafsi?
If I come to church, I will receive personal revelation?
Ndiyo, ukija kanisani, utapokea ufunuo wa kibinafsi.
Yes, if you come to church, you will receive personal revelation.
Usipokuja kanisani, hutapokea ufunuo wa kibinafsi.
If you don't come to church, you won't receive personal revelation.

A second tense, also using the infix '-ki-' will be discussed later.
*When used with the negative 'sipo' tense, "ku" will be added before '-ja' (to come).

Function: Asking and answering questions of cause and effect
Context: Promise people blessings

Scenario

Miriamu feels like she has been punished by God her whole life. She has been accepting of the gospel, but doesn't understand how she can get back on "God's good side". You and your companion are able to distinguish a few things about her life that might be hindering her ability to feel or recognize the spirit in order to help her progress.

Practice:

Practice in pairs according to the following roles:

Missionary A: You will play the role of the missionary.
-Get an understanding for what Miriamu believes about the blessings available from keeping certain commitments. (For example, you could ask "Ukishika maagano, utapokea nini?")
-Help Miriamu understand what will result from obeying or disobeying certain commandments.

Missionary B: You will play the role of Miriamu.
-Imagine that you are struggling to understand the consequences that come from following or not following certain counsels or promises.
-Answer any questions asked by the missionaries.
-Feel free to ask any questions to the missionaries about the blessings of keeping the commandments.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

Ben is a recent convert who has been struggling since his baptism to keep his covenants. One day, you and your companion visit him and teach him about the importance of keeping his covenants. With your companion, practice several things to tell Ben that could help rekindle his faith and help him understand the blessings available to the faithful.

Conditional Tense (would)

	Bila	**Anguko la Adamu na Hawa,**	**tu-**	**-singe-***	**-kuwa na**	**furaha**	
	Without	*the Fall of Adam and Eve,*	*we*	*would not*	*have*	*happiness*	
Ndiyo, *Yes,*	**Bila** *Without*	**Anguko** *the Fall* **uvunjaji sheria wa Adamu** *transgression of Adam* **dhambi** *sin* **Mpango wa Wokovu** *Plan of Salvation*		**-nge-** *would* **-singe-** *would not* **-ngali** *would have* **-singali-** *would not have*	**-kuwa na** *have*	**shangwe** *joy* **huzuni** *sorrow*	**?**
Hapana, *No,*					**-weza** *be able*	**kukua** *to grow* **kujifunza** *to learn*	
bila *without*					**-zaliwa** *be born*	**duniani** *on earth* **kimwili** *physically*	
					-pata *get*	**muda wa kujaribiwa** *period of testing* **uzoefu** *experience*	

Bila uvunjaji sheria wa Adamu, tungalizaliwa duniani?
Without Adam's transgression, would we have been born on earth?
Hapana, bila uvunjaji sheria wa Adamu, tusingalizaliwa duniani.
No, without Adam's transgression, we would not have been born on earth.

Bila dhambi, ningekuwa na shangwe?
Without sin, would I have joy?
Ndiyo, bila dhambi, ungekuwa na shangwe.
Yes, without sin, you would have joy.
Hapana, bila dhambi, hungekuwa na shangwe.
No, without sin, you would not have joy.

*Sometimes, one will hear the negative subject prefix (ex. hatungeweza (we wouldn't be able)) used, but the use shown is preferred.

Function: Asking and answering questions of cause and effect
Context: Teaching about the Fall of Adam and Eve

Scenario

You have been having lessons with a young woman named Eunice. As you are teaching her about the Plan of Salvation, you find that she has misunderstandings about the Fall of Adam and Eve. In school, she was taught that the Fall was only something negative and that we are now being punished for it. After teaching her the truth about the Fall, she has questions for you.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play the role of Eunice. You should:
-Ask the missionaries questions about the Fall of Adam and Eve and what we would or wouldn't have had without it.
-Listen carefully to the answers that the missionaries have.

Missionary B: You will play the missionary. Be sure to:
-Listen to and respond correctly to the questions posed by Eunice.
-Share with Eunice any other important principles about the Fall.
-Help Eunice to understand that the Fall was necessary in our coming and having this experience on earth.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

You want to help Samuel prepare to be baptized, but he is still having a difficult time understanding why the Fall was a necessary part of the Plan of Salvation. You decide to give him a notecard to read so that he wil always remember why it is so important. Write down five different points of why the Fall is so important to us.

The Mahali class (locative)

This class deals with matters of location. There is only one actual noun in the class, which is 'mahali' (a place). Three letters signify 3 things:
'P' signifies definite place
'K' signifies indefinite place
'M' signifies inside place

Mahali, the only noun in the class, can only be used with 'P'.

Mahali pa furaha	a place of happiness
Mahali pazuri	a good place
Mahali pengine	another place

'To Be'
Normally, the word 'ni' means 'to be', or 'is'. However, in matters of location and questions of 'where?', there is a different word used. It is made by using the subject prefix, the 'locative letter', and ends with 'o'. And remember, the word for 'where' is 'wapi'.

M-Wa	nipo, niko, nimo upo, uko, umo yupo, yuko, yumo	tupo, tuko, tumo mpo, mko, mmo wapo, wako, wamo
M-Mi	upo, uko, umo	ipo, iko, imo
Ki-Vi	kipo, kiko, kimo	vipo, viko, vimo
N	ipo, iko. imo	zipo, ziko, zimo
(Ji)-Ma	lipo, liko, limo	yapo, yako, yamo
U	upo, uko, umo	zipo, ziko, zimo

The following examples demostrate the principles of 'to be' in location:

Uko wapi?	*Where are you?*
Niko kanisani.	*I am at church.*
Kanisa liko wapi?	*Where is the church?*
Liko mkabala na soko	*It is opposite the market.*

Note: When 'ni' is added to the end of a word, it means 'in' or 'at'.

Demonstratives
Demonstratives follow the same rules for this class as the other classes. The word "mahali' does not need to be used with demonstratives, which take on the following meanings:

hapa *(right) here*	pale *(right) there*
huku *(around) here*	kule *(around) there*
humu *(in) here*	mle *(in) there*

There is, there will be, there was...
In Swahili, to say 'there is...', you have to say 'the place has...'. The '-na' from 'to have' is used with the subject prefix (pa-, ku-, m-). Add 'ha-' to make the negative tense.

(Ha)kuna kanisa la kweli?	*There is (not) a true church?*
(Ha)kutakuwa na ufufuo.	*There will (not) be a resurrection*
Kulikuwa na (hakukuwa na) ukengeufu.	*There was (there was not) an apostasy.*

Practice: Translate each of the following into English or Swahili.

1. Niko naye (niko na yeye)	
2. We are inside the church.	
3. Kitabu kipo pale	
4. Where are you? (pl.)	
5. Mungu yuko Mbinguni	
6. Over there	

Important: Make sure to not mix up locative letters in the same sentence. For example, saying "Yupo huku" or "Niko hapa" is contradictory. Saying "Yupo hapa" and "Niko huku" would be correct.

Location (where?)

	Kanisa lenu li-	**-ko***	**wapi?**			
	Your (pl.) church (it)	*is*	*where?*			
Ndiyo,	**Kanisa li-**	**-po**	**karibu na**	**soko**	**(ni)**	**?**
Yes,	*Church*	*(definite location)*	*near*	*market*	*in/at*	
	Nyumba i-	**-ko**	**mkabala na**	**barabara**		
Hapana,	*House*	*(indefinite location)*	*opposite*	*road*		
No,		**-mo**	**nyuma ya**	**maduka**		
		(inside location)	*behind*	*shops*		
			hapa	**vilima**		
			(right) here	*hills*		
	Rais wa Tawi		**huku**	**chumba**	**(ni)**	
	Branch President		*(around) here*	*room*	*in/at*	
	Mchunguzi		**pale**	**nyumba**		
	Investigator		*(right) there*	*house*		
	Akina Dada		**kule**	**kanisa**		
	The Sisters		*(over) there*	*church*		

Nyumba yenu iko wapi?
Your house (it) is where?
Nyumba yetu iko karibu na soko
Our house is near the market.
Nyumba yetu haiko karibu na barabara.
Our house is not near the road.

Rais wa Tawi yuko wapi?
The Branch President is where?
Rais wa Tawi yupo pale.
The Branch President is (right) there.

Akina Dada wako kanisani?
The Sisters are at the church?
Hapana, Akina Dada hawako kanisani.
No, the Sisters are not at the church.
Wako/wapo nyumbani.
They are at the house (at home).

*When asking “where?”, the -ko agreement will always be used, as the definite location is not known when asking.

Scenario

You have just met Lilian Adhiambo in the market. You have invited her to attend church on Sunday, which she agreed to do. She, in turn, has invited you to come and visit her and her family in a couple of days.

Practice:

Practice in pairs according to the following roles:

Missionary A: You will play the role of Lilian.
-Ask the missionaries the location of the church.
-Tell the missionaries where your house is so that they can come and visit.

Missionary B: You will play the role of the missionary.
-Explain to Lilian the location of the church.
-Listen to Lilian as she explains the location of her house.
-Ask a few other questions to help you know exactly where her house is located.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

The church has decided to have an open house event to help people learn more about the Church and take a tour of the meeting house. As investigators are arriving, you want to try and organize all the guests into the main room, but you are having difficulty finding the Branch President and others who will participate. With your companion, one of you practice asking where these people are, and the other answer by stating the location of each person.

Causative Verbs

There is a special form of verb in Swahili known as the Causative Form. Simply put, it means to cause something to happen. To use this kind of verb, you just need to change the end of the verb. This ending, however, will change depending on the verb.

Typically to know what ending you put on, you need to look at the second to last vowel.

If the vowel is a, i, or u, drop the final vowel and add -isha.

Kula(To eat)	kulisha(To cause to eat, or to feed)
Kurudi(To return)	kurudisha(To cause to return)

If the vowel is e or o, drop the final vowel and add -esha.

Kusoma(To read)	kusomesha (To cause to read)
Kutoa(To take out)	kutolesha (to cause to take out)

If the root ends with k, drop the final vowel and add -sha to the end.

Kuamka(To awaken)	kuamsha(To cause to awake, or to awaken)
Kukumbuka(To remember)	kukumbusha(To cause to remember, or to remind)

Exceptions: With certain words, -za will be placed on the end rather than -sha. There is no rule for when this occurs.

Kulala(To sleep)	kulaza (To cause to sleep)
Kuuma (To hurt)	kuumiza (To cause pain)

You can make nouns causative by adding -ish, or -esha to the end of the nouns

Maana(Meaning)	kumaanisha(To mean)
Bora(Better)	kuboresha(To make better)

Note: These are not all of the rules for changing a verb to be causative. You will learn others as you get a better grasp at the language. These will, however, get you started in learning this form of the verb.

Practice: Make the following verbs causative. For simplicities sake, all of these verbs follow the rules above.

1. Kufurahi _____ _____
2. Kuenda _____ _____
3. Kuweza _____ _____

Practice: The following words are causative, find the root word.

1. Kulazimisha _____ _____
2. Kunyenyekeza _____ _____
3. Kuanzisha _____ _____

Causative Verbs (-sha, -za)

Injili i-	**-ta-**	**-sababisha**	**mabadiliko.**	
The Gospel (it)	*will*	*cause*	*changes.*	
Injili i-	**-na-**	**-boresha**	**maisha yetu**	**?**
Gospel (it)	*(present tense)*	*cause to be better*	*our lives*	
	-ta-	**-kamilisha**	**familia zetu**	
	will	*perfect*	*our families*	
Imani i-		**-sababisha**	**hamu ya kutubu**	
Faith (it)		*cause*	*desire to repent*	
		-punguza	**mashaka yetu**	
		to cause to be less	*our doubts*	
Toba i-		**-lainisha**	**mioyo yetu**	
Repentence		*soften*	*our hearts*	
		-badilisha	**tabia zetu**	
		cause to change	*our behaviors*	
Ubatizo u-		**-mfurahisha**	**Mungu**	
Baptism		*please him*	*God*	
		-tutayarisha kupokea	**Roho Mtakatifu**	
		prepares us to receive	*the Holy Ghost*	

Ndiyo,
Yes,

Hapana,
No,

Imani itasababisha hamu ya kutubu?
Faith will cause a desire to repent?
Ndiyo, imani itasababisha hamu ya kutubu.
Yes, faith will cause a desire to repent.
Imani haitasababisha mashaka yetu.
Faith will not cause our doubts.

Ubatizo unamfurahisha Mungu?
Baptism makes God happy?
Ndiyo, ubatizo unamfurahisha Mungu.
Yes, baptism makes God happy.
Hapana, ubatizo haimfurahishi Mungu.
No, baptism does not make God happy.

Function: Asking and answering questions of cause and effect
Context: Teaching about the Gospel of Jesus Christ

Scenario

Alfred is having a hard time understanding why he needs the gospel in his life. He likes going to church and enjoys your lessons, but he just doesn't see the importance of living gospel principles.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play the role of the missionary. You should:
-Teach Alfred about each individual principle of the gospel and what it causes in our lives.
-Help Alfred have a desire to follow the gospel more fully in his life.

Missionary B: You will play the role of Alfred. You should:
-Listen carefully to the counsel given by the missionaries.
-Ask questions to help you better understand the need for the gospel in our lives.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

You have just been transferred to a new branch and the Branch President has invited you to stand up and give a short testimony in sacrament meeting. You decide to testify about the effects that the Gospel of Jesus Christ has in our lives. Prepare to give a short testimony about the gospel.

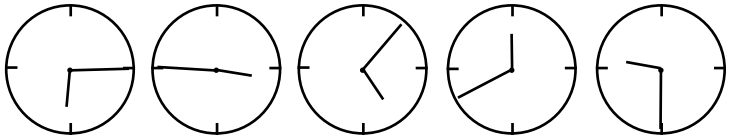
Swahili Time

Time in Swahili is told differently than it is in English. This is due to the fact that most Swahili speakers reside near to, or on the equator. It is very consistent for the sun to rise and set at the same time year round. Therefore time is told based on when the sun rises. The first hour of sunlight is 1:00 and so on. The sun rises at 6am, so 7am is 1:00. There are about 12 hours of sunlight, and 12 hours of darkness in a day. Basically, there is a six-hour difference in English time and Swahili time. For example: 11:00 in the morning in English is “saa tano asubuhi” in Swahili.

Time	
Saa	*Hour*
Dakika	*Minutes*
Sekunde	*Second*
Asubuhi	*Morning*
Mchana	*Mid-day*
Jioni	*Evening*
Usiku	*Night*
Robo	*Quarter*
Nusu	*Half*
Kasorobo	*Quarter ‘til*
Kasoro	*Less than, Until*
Kitu	*Thing*

To tell time you simply say “hour” and then the hour of the day it is. Example: To say 7:00 you’d say “hour seven”. To specify specific minutes within an hour, just construct your sentence as you would in english. To say 8:35 you’d say “hour eight, and thirty and five minutes”. Keep in mind you can also use words such as “half”, “quarter”, and “until”.

Practice: Match the appropriate clock with their respective times. Hint--7am is 1:00 in swahili.



saa kumi na mbili na robo

saa kumi kasorobo

saa mbili

saa tatu na nusu

saa kumi na moja na dakika saba

Note: When using kasarobo, or kasoro, always use after the time. Example: Saa kumi kasoro dakika tano. (3:55)

Practice: Translate each of the following into English or Swahili.

1. Saa Moja Asubuhi _____
2. Saa Kumi na mbili jioni _____
3. Saa sita mchana _____
4. Saa saba na dakika tano _____
5. 12:35pm _____
6. 3:45 pm _____
7. 6:30 am _____
8. 10:00am _____

Telling Time

	Tu-	**-ta-**	**-kutana naye**	**saa**	**ngapi?***			
	We	*will*	*meet with him/her*	*hour(s)*	*how many?*			
Ndiyo, *Yes,*		**-ta-**	**-kutana nao**	**saa**	**saba**	**kamili**	**asubuhi**	**?**
		will	*meet with them*	*hour*	*seven*	*exactly*	*morning*	
Hapana, *No,*		**-na-**	**-kukutana nasi**		**tisa**	**na robo**	**mchana**	
		(present tense)	*meet with us*		*nine*	*and a quarter (qt. past)*	*afternoon*	
Lini? *When?*			**-kuja**		**kumi na moja**	**na nusu**	**jioni**	
			come		*eleven*	*and a half*	*evening*	
			-ondoka		**kumi na mbili**	**kasarobo**	**kesho**	
			leave		*twelve*	*quarter less (qt. to..)*	*tomorrow*	
			-fika		**mbili**		**kesho kutwa**	
			arrive		*two*		*the day after tomorrow*	
	I-		**-wezekana tukutane**		**nne**			
	It		*possible we meet*		*four*			

Atakuja saa saba kamili mchana?
He/she will come at 1:00 in the afternoon?
Ndiyo, atakujua saa saba kamili mchana.
Yes, he/she will come at 1 in the afternoon.
Hapana, hatakuja saa saba kamili mchana.
No, he/she will not come at 1 in the afternoon.

Tutaondoka saa ngapi?
We will leave at what time?
Tutaondoka saa nne kasarobo.
We will leave at a quarter to ten.

Inawezekana tukutane saa kumi na moja na nusu jioni?
Is it possible that we meet at 5:30 in the evening?
Ndiyo, inawezekana.
Yes, it is possible
Hapana, haiwezekani.
No, it is not possible.

*To say “what time?” in Swahili is said by “saa ngapi?”, which literally translated, means “hours how many?”

Function: Asking and answering questions of time, date, and location
Context: Making appointments

Scenario

It is the end of the day and you and your companion are having your nightly planning session. You want to call all of the members and investigators that you want to visit the next day to see if and when they will be able to meet with you.

Practice:

Practice in pairs according to the following roles:

Missionary A: You will play the role of the missionary calling. You should:
-Ask each investigator whether or not they are able to meet with you tomorrow.
-If they are able, agree on a time to meet.
-If not, set up a meeting for another day.

Missionary B: You will play the role of several investigators on the phone.
-Tell the missionary whether or not you can meet with them the next day.
-Agree on a time to meet.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

You have just finished a visit with the Ochieng family and are preparing to leave when a family friend, Robert, walks in. They have told you about Robert several times and have been trying to set up a time for you to meet with him and teach him. After meeting Robert, he agrees to allow you to come back and teach him. Practice setting up a meeting with Robert.

Infixes

(Placed right after the tense marker)

-ji-	*Using this infix will denote that the noun is doing something(whatever the verb is) to itself.* *Example: Ninajipenda (I love myself)* *Example: Kitabu kinajishuhudia (The book testifies of itself)*
-sha-	*This infix gives the meaning of "already". It must only be used with the -me- tense.* *Example: Nimeshasoma (I have already read)* *Example: Nimeshajua (I have already known)*
-vyo-	*This infix is used to relate "the manner of" or "as".* *Example: Ninavyosoma (As I am reading)* *Example: Ananvyopenda (As he loves)* *Example: Walivyosema (As they said)*
-po- -kapo-	*-po- is used to say "when". When used in passed and present, just use -po-. To use it in the future, change to -kapo-.* *Example: Nilipojua(When I knew)* *Example: Utakaposoma (When you will read)*

Suffixes

(Placed at the end of the word)

-ni	When 'ni' is added to the end of a word, it means 'in' or 'at'. This is very helpful to make any noun a place. Example: Kitabuni (In/At the book) Example: Hekaluni (In/At the temple)
*-ana	*Adding "ana" to the end of a word makes it reciprocal. This is similiar to the -ji- infix but typically only used for multiples.* *Example: Tunajuana (We know each other)* *Example: Tunafundishana(We teach each other)*

*Note: With verbs ending in "a", only add 'na" to the end.

Infixes and Suffixes

Every single part of a word is important in Swahili. As you have already seen, one word in Swahili will often mean several words in English. Thus, there is great importance in each part of the word. There are several "infixes" and "suffixes" that are used to help elaborate more within one word. While they may seem simple, using these "inserts" will greatly improve the fluidity of your Swahili.

Practice: Translate each of the following into English or Swahili.

1. I am teaching myself	
2. Anajiita	
3. Mungu ameshateua nabii	
4. They already preached	
5. Mbinguni	
6. In life	
7. To recieve one another	
8. Kupendana	
9. Fanya ninavyofanya	
10. As he reads	
11. When he will read	
12. Nilipojua	

When (-po- infix)

	U- *You*	**-na-** *(present tense)*	**-po-** *when*	**-tii viongozi wako,** *obey your leaders,*	**miujiza i-** *miracles (they)*	**-ta-** *will*	**-fuata** *follow*	
Ndiyo, *Yes,* **Hapana,** *No,* **Nini** *What*		**-na-** *(present tense)* **-li-** *(past tense)* **-taka-** *will*	**-po-** *when*	**-shika amri,** *keep the commandments,* **-heshimu maagano,** *honor covenants,* **-onyesha imani,** *show faith,* **-tumikia wengine,** *serve others,* **-lipa zaka,** *pay tithing,* **-tubu dhambi,** *repent of sins,* **-pokea mabadiliko ya moyo,** *receive change of heart*	**baraka zi-** *blessings (they)* **mafanikio ya-** *success (it)* **furaha i-** *happiness (it)* **hisia ya amani i-** *a peaceful feeling (it)* **msamaha u-** *forgiveness (it)*	**-ta-** *will* **-li-** *(past tense)*	**-fuata** *follow* **-kuja** *come* **-onekana** *be visible (be seen)* **-dhihirishwa** *be manifest*	**?**

Tunapotumikia wengine, nini itafuata?
When we serve others, what will follow?
Tunapotumikia wengine, furaha itafuata.
When we serve others, happiness will follow.

Nitakapolipa zaka, mafanikio yatakuja?
When I will pay tithing, success will come?
Ndiyo, utakapolipa zaka, mafanikio yatakuja.
Yes, when you will pay tithing, success will come.
Hapana, utakapolipa zaka, mafanikio hayatakuja.
No, when you will pay tithing, success will not come.

Function: Asking and answering questions of cause and effect
Context: Extending Commitment Invitations

Scenario

Irene has been having some hard times. She is the only member of the church in her school and in her family. She is constantly made fun of and gossipped about in school. At home, her parents have told her that she must stop going to church or she will be kicked out of the home. She has come to you for advice on how to be faithful and steadfast.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play the role of Irene.
-Ask the missionaries questions about how to remain faithful and what will come from showing your faith.

Missionary B: You will play the role of the missionary.
-Answer Irene's questions and help her to see the rewards that come from keeping covenants and having the faith to endure.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

Brother Omondi has been struggling to remain active in the church. He faces constant persecution and ridicule from his friends for being a member of the church and has become less-active. You go to visit him at his home, but find that he is not there. You decide to leave a small note of encouragement at his door until you can meet him. Write down a few things that will help encourage Brother Omondi to be faithful.

Relatives of Manner

	Tu-	-na-	-paswa	kufanya	(kwa) vile	Yesu Kristo alivyofanya	
	We	*(present tense)*	*are obliged (should)*	*to do*	*as*	*Jesus Christ did*	
Ndiyo, *Yes,*		**-na-** *(present tense)*	**-paswa** *be obliged (should)*	**kutii** *to obey*	**(kwa) vile** *as*	**Nefi alivyotii** *as Nephi obeyed*	**?**
Hapana, *No,*		**-ta-** *will*	**-hitaji** *need*		**jinsi** *the manner*	**Joseph Smith alivyotii** *as Joseph Smith obeyed*	
Kivipi *How(in what way)*			**-shauriwa** *counseled*	**kusali** *to pray*		**Enoshi alivyosali** *as Enos prayed*	
			-lazimishwa *forced*			**Wanefi walivyosali** *as the Nephites prayed*	
				kubatizwa *to be baptized*		**Yesu Kristo alivyobatizwa** *as Jesus Christ was baptized*	
						Alma alivyobatizwa *as Alma was baptized*	
				kunyenyekea *to be humble*		**Mitume walivyonyenyekea** *as the Apostles were humble*	
						Wana wa Mosia walivyonyenyekea *as the Sons of Mosiah were humble*	

Tunapaswa kubatizwa kivipi?
How should we be baptized?
Tunapaswa kubatizwa jinsi Yesu alivyobatizwa.
We should be baptized in the manner Jesus was baptized.
Hatulazimishwi kubatizwa.
We are not forced to be baptized.

Nitashauriwa kusali vile Enoshi alivyosali?
I will be counseled to pray as Enos prayed?
Ndiyo, utashauriwa kusali vile Enoshi alivyosali.
Yes, you will be counseled to pray as Enos prayed.
Hapana, hutashauriwa kusali vile Enoshi alivyosali.
No, you will not be counseled to pray as Enos prayed.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Sharing a scripture

Scenario

Wilson Wanderi has been learning and progressing well during your lessons. However, there is one thing stopping him from progressing further: he was a devout member of the Catholic church for years and refuses to believe that he needs to be baptized again. You and your companion decide to use the Book of Mormon to show him why he needs to be baptized through the example of Jesus Christ's baptism.

Practice:

Practice in pairs according to the following roles:

Missionary A:You will play the role of the missionary. You will:
-Read 3 Nephi 11:22-27.
-Explain to Wilson about the way we are to be baptized by following Christ's example.
-Ask questions to get a better understanding of Wilson's knowledge of the principles you teach.

Missionary B: You will play the role of Wilson. You will:
-Answer the missionaries' questions and express feelings as appropriate.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

As part of an upcoming Zone Conference, your Mission President has asked all the missionaries to read the Book of Mormon and look for examples of people following Gospel Principles. Write down several Book of Mormon figures living Gospel standards and how we should follow their example.

Who, which, that (amba-)

	Nabii	**ni**	**mtu**	**amba-**	**-ye**	**ana-**	**-shuhudia Yesu Kristo.**
	A prophet	*is*	*person*	*which, who, that*	*M-Wa sing.*	*he (present)*	*testify of Jesus Christ.*
Ndiyo, *Yes,*	**Kitabu cha Mormoni**	**ni**	**kitabu**	**amba-**	**-cho**	**kina-**	**-husu watu wa zamani** **?**
	The Book of Mormon	*is, are*	*book*	*which, who, that*	*Ki-Vi sing.*	*it*	*about people of the past*
Hapana, *No,*			**maandishi**	**-a namna gani?**	**-yo**	**yana-**	**-zungumzia maagano ya Bwana**
			record	*of which sort?*	*(Ji)-Ma plur.*	*it*	*talks about the covenants of the Lord*
Nani *Who*			**ushuhuda**		**-o**	**una-**	**-tangaza neno la Mungu**
			testament		*U sing.*	*it*	*declare the word of God*
	Joseph Smith	**alikuwa**	**mtu**		**-ye**	**ali-**	**-tamani ufahamu**
	Joseph Smith	*was*	*person*		*M-Wa sing.*	*he (past tense)*	*desire understanding*
			mvulana				**-tafuta ukweli**
			young man				*search for truth*
			nabii				**-rejesha Kanisa la Yesu Kristo**
			prophet				*restore the church of Jesus Christ*
							-kuwa mwaminifu
							was faithful

Kitabu cha Mormoni ni kitabu cha namna gani?
The Book of Mormon is which kind of book?
Kitabu cha Mormoni ni kitabu ambacho kinahusu watu wa zamani.
The Book of Mormon is a book which is about people of the past.

Joseph Smith alikuwa nani?
Who was Joseph Smith?
Joseph Smith alikuwa mvulana ambaye alitafuta ukweli.
Joseph Smith was a young man who sought the truth.

Function: Asking about and describing objects, people and their characteristics
Context: Teaching about the Resoration

Scenario

You have previously taught the Restoration to Michael, one of your new investigators. During that lesson, he committed to pray about the truth of the message and whether or not Joseph Smith was a prophet of God. During your next meeting when you ask whether he kept this commitment or not, he says that he did not. After talking and asking questions for a few minutes, you gather that he really does not understand the Restoration. You determine that if he is to pray about the truth of the message, he needs to understand it better.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play the role of Michael.
-Ask the missionaries questions about the Book of Mormon and Joseph Smith.
-Answer any questions the missionaries may have for you.

Missionary B: You will play the role of the missionary.
-Answer Michael's questions about the Book of Mormon and Joseph Smith.
-Share any other insights about the Restoration that will help Michael understand the importance of the message.

Re-practice:

Switch roles and repeat the practice activity.

Additional Context

As you are walking in the road, you notice two people looking at you and talking quietly with each other about the rumors they have heard about the church. You decide to use this as an opportunity to talk with them and correct the rumors they have heard. In talking with them, they ask about the Book of Mormon and say that they have heard negative things about it. Tell them more about the Book of Mormon and what it is truly about.

Compound Tenses

	Mchunguzi	a-	-likuwa	a-	-ki-*	-soma	Kitabu cha Mormoni.	
	The Investigator	*(he/she)*	*was*	*(he/she)*	*(-ing)*	*read*	*the Book of Mormon.*	
Ndiyo, *Yes,*	**Kaka Nyaucho** *Brother Nyaucho*		**-likuwa** *was, were*		**-ki-** *(-ing)*	**-shika** *keep*	**miiliko (yake/yao)** *commitments (his,her/their)*	**?**
Hapana, *No,*	**Dada Malande** *Sister Malande*		**-takuwa** *will be*		**-me-** *has*		**amri** *commandments*	
Na *And*	**Mzee Aggrey** *(Old man) Aggrey*		**-mekuwa** *have been*			**-hudhuria** *attend*	**kanisa Jumapili** *church on Sunday*	
	Peter *Peter*						**mikutano (yake/yao)** *meetings (his, her/their)*	
	Esther *Esther*					**-athiriwa** *affected*	**na rafiki (zake/zao)** *by friends (his,her/their)*	
							na wanachama wengine *by other members*	
						-endelea *progress*	**vizuri** *well*	
							vyepesi *quickly*	

******For negative tense, use the basic negative tense construction for 'kuwa' (-likuwa, -takuwa, -mekuwa).

Kaka Nyaucho amekuwa akishika miiliko yake?
Brother Nyaucho has been keeping his commitments?
Ndiyo, Kaka Nyaucho amekuwa akishika miiliko yake.
Yes, Brother Nyaucho has been keeping his commitments.
Hapana, Kaka Nyaucho hajawa akishika miiliko yake.
No, Brother Nyaucho has not been keeping his commitments.

Peter na Esther walikuwa wameathiriwa na rafiki zao?
Peter and Esther had been affected by their friends?
Ndiyo, Peter na Esther walikuwa wameathiriwa na rafiki zao.
Yes, Peter and Esther had been affected by their friends.
Hapana, Peter na Esther hawakuwa wameathiriwa na rafiki zao.
No, Peter and Esther had not been affected by their friends.

*Often, one will hear the -na- present tense infix used instead of -ki-. (Example: 'alikuwa anasoma' instead of 'alikuwa akisoma' (He/she was reading))
**There are two acceptable forms of negative compound tenses. The negative tense can be used in either the first article or the second. (Example: 'alikuwa hasomi' and 'hakuwa akisoma' (he/she wasn't reading) are both accepted uses.)

Function: Asking about and describing actions and events
Context: Discussing progress of investigators

Scenario

The Branch President, President Mwambere, has invited you to his home to meet with him to discuss the growth of the church and the progress of your current investigators.

Practice:

Work in pairs according to the following roles:

Missionary A: You will play President Mwambere. You should:
-Ask the missionaries about 3 different investigators and whether they are keeping certain commitments.

Missionary B: You will play the missionary.
-Tell President Mwambere whether or not each investigator is keeping their commitments.
-Share with him any other important information relating to your investigators' progress.

Re-practice:

Switch roles and repeat the practice activity.

Additional Scenario(s)

You and your companion are having your Weekly Planning Session. Discuss together the progress and needs of your current investigators and the commitments which they are or are not keeping. Practice using different compound tenses.

Summary of Noun Classes

The following chart summarizes all of the prefixes, infixes, and other parts of grammar relating to noun classes.

	Noun Class	Affirmative Subject Prefix	Negative Subject Prefix	Adjectival Prefix	Demonstratives of Proximity	Demonstratives of Distance	Of, Possessives	Object Infix	Relative (amba-)
Singular	M-Wa	ni- u- a-	si- hu- ha-	m-	huyu	yule	wa, w-	-ni- -ku- -m(w)-	-ye
Plural		tu- m(w)- wa-	hatu- ham(w)- hawa-	wa-	hawa	wale	wa, w-	-tu- -wa- -wa-	-o
Singluar	M-Mi	u-	hau-	m-	huu	ule	wa, w-	-u-	-o
Plural		i-	hai-	mi-	hii	ile	ya, y-	-i-	-yo
Singular	Ki-Vi	ki-	haki-	ki-	hiki	kile	cha, ch-	-ki-	-cho
Plural		vi-	havi-	vi-	hivi	vile	vya, vy-	-vi-	-vyo
Singular	N	i-	hai-	See Page 73	hii	ile	ya, y-	-i-	-yo
Plural		zi-	hazi-		hizi	zile	za, z-	-zi-	-zo
Singular	(Ji)-Ma	li-	hali-	(ji-)	hili	lile	la, l-	-li-	-lo
Plural		ya-	haya-	ma-	haya	yale	ya, y-	-ya-	-yo
Singular	U	u-	hau-	m-	huu	ule	wa, w-	-u-	-o
Plural		zi-	hazi-	See Page 73	hizi	zile	za, z-	-zi-	-zo
Definite	Mahali	pa-	hapa-	pa-	hapa	pale	pa, p-	-pa-	-po
Indefinite		ku-	haku-	ku-	huku	kule	kwa, kw-	-ku-	-ko
Inside		m-	ham-	m-	humu	mle	mwa, mw-	-m-	-mo

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